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all **VOLUNTEER**

The Army's recruiting and retention professional magazine since 1919

MAY 1981

Basic!

Commander's Notes



In the last issue, I spoke to you about *ownership*, the process whereby you come to consider the probable consequences of the applicant's joining the Army — both on the applicant, himself, and upon those with whom the applicant will serve. This issue continues the ownership theme by reviewing for you what happens in Basic Training today, and what soldiers can expect from it.

Recruiting is not only the "science" of knowing the product, all that the Army offers, but is the "art" of striking a balance, of properly communicating the offer to the applicant in order to present the possibilities for growth and achievement while at the same time preventing formulation of unrealistic expectations. That means, "telling it like it is!"

The Army is often tough and demanding, but rewards can be high, and the applicant needs to know that. We must ensure youthful expectations are tempered with reality. The applicant who is expecting tough training will be more likely to successfully complete it than one who expects to breeze through. The proper structuring of expectations is part of the ownership process.

To help in structuring expectations, I have asked that all applicants, Active Army and USAR, view the film, "Standing Tall — Looking Good." It seems to me, the film strikes the right balance in challenge and achievement. Please ensure that all your applicants see it.

On another topic, we are well into our "Spring Tune Up." By now, you have seen the recently developed Option Display Sheet, designed to help you communicate the financial portion of the Army offer. Use it. Have the applicant take it to his parents, teachers, counselors, coaches, and friends. We have an excellent offer. Be proud of it. Do not miss a chance to communicate it.

With emphasis upon communicating the offer — the Army's competitive edge — and building the proper expectations in our applicants, together we can

MAKE IT HAPPEN!

A stylized, handwritten signature of M. R. Thurman in dark ink.

M. R. THURMAN
Major General, USA
Commanding

MG Maxwell R. Thurman
CG, US Army Recruiting Command

LTC David E. Sullivan
Chief, Public Affairs, USAREC

Wm. H. Finnegan
Editor

SSG Jonathan Pierce
Associate Editor

Ken Holder
Assistant Editor



CORRESPONDENTS

Virginia Stephanakis	Northeast RRC
SP5 Karen Murdock	Southeast RRC
CPT Ronald L. Scott	Southwest RRC
SFC Pat Currans	Midwest RRC
CPT Jerry Harke	Western RRC

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DEADLINE — Photos and articles due first each month two months prior to publication.

Phone:
C: 312-926-3918
A: 459-3918

Published monthly by the Office, Chief, Public Affairs, U.S. Army Recruiting Command as a medium for the active exchange of ideas between persons involved in recruitment and retention for the United States Army. Use of funds for printing this authorized unofficial publication has been approved by Headquarters, Department of the Army, 11 April 1980. Controlled circulation postage paid at Milwaukee, WI 53202. Views and opinions are not necessarily those of the Department of the Army. Items of interest should be mailed to:

Commander
U.S. Army Recruiting Command
ATTN: USARCCS-PA (VOLUNTEER)
Ft. Sheridan, IL 60037

all VOLUNTEER (USPS 305-870)

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all **VOLUNTEER**

The Army's recruiting and retention professional magazine since 1919

Vol. 34
No. 5
May 1981

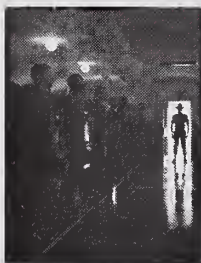
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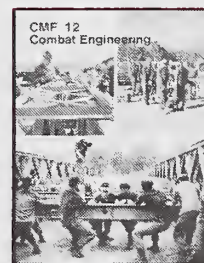


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A penetrating series on basic training by Sheila Samples of the Ft. Sill CAN-NONEER is introduced in this issue. Readers will find the subject covered from the points of view of trainees, trainers and commanders. Followup and concluding articles will appear in successive issues. Combat Engineering MOSs and training are explained in our back cover story by the Ft. Leonard Wood Public Affairs Office.





The birth of a soldier

Stories & Photos
by Sheila Samples
Ft. Sill CANNONEER

September 24, 1980 . . . 9:48 p.m.

Not much was happening at the Lawton airport that Wednesday evening. Big news of the day was that the temperature had dropped from a blazing 101 degrees to a limp and humid 96.

Outside, thick air strained along deserted strips of asphalt, rattled sun-parched prairie grass, stumbled over strings of flickering lights that marked the runways like so many militant fireflies — and lumbered on into pitch-dark eternity.

Inside, a handful of "plastic" people blended into the pastel pink, blue and orange background of the airport's plastic waiting room. A major and a colonel, deep in hushed conversation, leaned in bas-relief against the baggage counter, neither touching the one cup of coffee steaming between them.

A young E-3 wept openly as he clutched his pregnant wife to him with one hand and swabbed his eyes with the other. His in-laws fidgeted nearby in morose embarrassment at the sense-around, four-dimensional reflection afforded by the garishly lighted plate-glass cubicle.

Everyone seemed to be talking, but no sound split the silence except for an occasional snort from a sleeping wayfarer who perched in exhaustion on a shallow, baby-blue disc — legs sprawled, head thrown back, mouth agape . . .

Then it was 10 p.m.

A sudden shout from the darkness, "Here comes another bunch!" was almost drowned by the whine and rumble of a sleek jet and a stubby prop

job landing simultaneously.

The Lawton airport sprang to life. Its night people emerged and surged; doors whooshed and whistled; voices crackled over the intercom, announcing arrivals, departures of Frontier, Metro . . .

When they hit the double doors, they were 100 strong and four deep. They loped down the passageway ignoring everything in their path until they came to a sign which blazoned, "U.S. Army." But it was the sergeant blocking their way that brought the wave of humanity to a screeching halt, as if an electric fence had suddenly sprung across the end of the hall.

"All Army people line up against the walls and wait," the sergeant said pleasantly, — and have a copy of your orders when you get to the desk."

The Process had begun. Lines melted against the sides of the glass corridor. Cigarettes emerged from crumpled shirt pockets. Suitcases, duffle bags, paper sacks were lowered gratefully to the floor, and the 'lines' became rows of distinct individuals.

They represented the entire spectrum of humanity, from Our Gang to Our Town. Some were elegantly groomed, meticulously coiffed, while others looked like some breed of exotic bird caught in the Army's net — faded dungarees, scuffed sneakers, shoulder-length hair held back with frayed sweat bands . . .

They came from all parts of the United States; even a few from Puerto Rico, one from Canada. They said they joined the Army for job opportunity, money, travel, adventure. One candidly remarked he needed a hot

meal; another quipped "It's the only way I could get a free haircut."

Russell Byrd, from Hampton, AR, 20 years old and recently married, said, "I needed a job, but I'm really looking forward to being in the Army. But," he added, his smile not quite reaching his eyes, "my wife cried a lot . . ."

"You from Arkansas?" Randy Layman smiled at Byrd while leaning around cohort Robert Trimbo from LeSueur, MN.

"Yeah," Byrd countered. "I guess we're not too far from home."

"Sure are," Lyman sighed. "Because, even if it's next door, if you can't go back — you're a long way from home."

Disjointed conversations rippled up and down the line as it moved slowly forward. The long night would get longer for the new recruits. After being shuttled to Ft. Sill's Reception Station by bus, the men would get a 30-minute briefing, fill out more forms, watch a TV tape and have a hot meal before hitting the sack.

Few knew, or cared, at this point what lay ahead; the crack-of-dawn wake-up, shots, haircuts, clothing, equipment and — drill sergeants. That was tomorrow. Tonight, they were weary, confused and hungry.

A few were passing through for brief, specialized training. Others, in the Reserve, had been through the "line up and wait" drill many times. But most had come to stay. They faced 12 weeks of intensive basic combat and advanced individual training at the Field Artillery Center's 3rd Cannon Training Battalion.

These were the boys from Battery B.





Learning the low crawl is a 'basic' must.

One-station unit training

Getting down to basics

Get 10 people together, and you'll probably have 10 different ideas of what basic training is — and 10 hotly contested viewpoints about what basic training should be.

"Basic training," says MAJ Kjeld Christensen, S3 of Ft. Sill's Field Artillery Training Center, "is transforming civilians into soldiers in just a matter of weeks. And we're constantly tightening, improving, strengthening," Christensen continued, "because basic training is never good enough — never tough enough."

Although the Department of the Army and TRADOC set broad training guidelines as well as specific tasks and standards which must be met, each of the nine Army posts offering basic training must tailor its type of training to meet a specific mission.

Ft. Sill offers one-station unit training, which is an integrated program of instruction that teaches technical skills early on, but reinforces common skills throughout the 12-week training period.

Revolutionary

"Compared to basic training in the 1950's and even through the '60's, what we have now is revolutionary," Christensen said. "Now, there's no breaking between the initial basic training and advanced individual training. Recruits remain in the same unit, have the same drill sergeants throughout — just one building block after another.

"When soldiers leave Ft. Sill," Christensen continued, "they go directly to their units, and they're ready to take their places with hardly a

ripple in unit efficiency."

Christensen attributes this smooth transition to the one-station aspect of Ft. Sill training. He believes that better soldiers are produced through OSUT, and in less time than ever before.

"It used to take 16 weeks to teach what we now teach in 12," he said. "But that was because so much dead time was lost by in- and out-processing from one unit to another, and in adjusting to new procedures, environments, instructors — things like that."

DS: always there

Drill sergeants take their recruits in tow as soon as they're assigned to a battery. The drill sergeant is mentor, disciplinarian, baby-sitter and teacher. He's there when they wake up and he's there when they go to bed. He's



Recently sheared trainees, at left, show off one of their first experiences at Ft. Sill. One trainee's first experience with the slide for life on the obstacle course is a thoroughly challenging big step even when aided by Drill Sergeant Ronald Andree.

the cross they must bear, and he's always there — on their backs.

Christensen says Ft. Sill drill sergeants can be tough — and are — but aren't abusive. "We have 10 to 12 drill sergeants for each of the 27 OSUT batteries," he said, "and, believe me, they have to be devoted to their jobs, because they're the ones who must keep going through basic training, over and over."

Drill sergeants handle each basic trainee on an individual basis. According to Christensen — "There's no more piling 50 trainees into a bleacher and showing them how to do something. They learn by doing, and that drill sergeant is there, doing it with them, every step of the way."

Drill sergeants are under a tremendous amount of pressure, both on and off duty. The non-stop activity and the non-stop hours are drill-sergeant killers. Some don't make it. Those who do, must take a break after three years. Most are ready for a change, although many come back to it again and again.

One drill sergeant half-jokingly summed up the pressure of his three-year stint at "making" soldiers — "After going through three years of basic training, ain't no way the good Lord will send me to Hell . . ."

Varied training

But Christensen stressed that the whole purpose of field artillery training is to put rounds where they be-

long. "However," he said, "we don't just bear down on MOS technical training; we continue to reinforce all the other things during the entire 12 weeks.

"We do pride and motivational things, military traditions, personal welfare, services, financial management, character development, counseling — and on and on," he explained.

According to Christensen, the magnitude of what must be accomplished in three months is "pretty scary. These kids don't know anything about the Army when they get here," he said. "They don't know how to salute, to march, to fire a weapon. They see a gold leaf on my shoulder," Christensen grinned. "They know that gold means something, so there's a 50-50 chance they'll call me lieutenant . . ."

Falls in place

But, somehow, it all falls into place. That's because the vast complex that is the Field Artillery Training Center is highly organized, dedicated to "making soldiers" and, with this goal, leaves nothings to chance.

The FATC consists of six training battalions, whose 27 OSUT batteries are further broken into training platoons. It has a training command battalion, 400 strong, which offers about 70 percent of "first-time exposure" instruction; a reception station, where it all begins; and a career development center, run entirely by noncommissioned officers.





Drill sergeants anxiously observe the progress of trainees through the obstacle course. Successful completion of the course gives trainees the self-confidence they need as soldiers.

A, B and C batteries are responsible for self-propelled howitzer, towed howitzer and common skills training, respectively. Christensen says the average FATC strength is almost always around 7,500 — 1,800 of which are cadre.

"About 70 percent of our recruits are trained on the self-propelled M109 howitzer. We do a good job training people who're signed up to go to specific units after OSUT. If we know the types of weapons systems they'll be working on, we give them a head start here."

Most troops are basic cannoneers (13B); fire direction specialists (13E); fire support specialists (13F); artillery surveyors (82C), an MOS which will soon extend its training to 17 weeks and four days, and Pershing and Lance missile crewmen (15-series).

Artillery early

"Trainees are exposed to field artillery on the very first day in the battery," Christensen said. "They're given a 'pet' howitzer, which is their cadaver. They love it. You don't have to tell them twice to crawl around on it and check all the nuts and bolts — to get acquainted with their weapon."

In their second week, troops are already knee-deep in artillery training;

the third week is devoted to rifle marksmanship. "This is something that most young troops can pass," Christensen said. "For some, it's been a long time since they've passed anything, and succeeding at this one feat builds their confidence; makes them believe that basic is achievable."

Christensen said recruits get progressively more nuclear, biological and chemical training, and it's reinforced throughout training.

"In every MOS, we're attempting to have a guy in his protective suit and mask for four continuous hours," he said. "There may be a time in a chemical environment when he'll have to do that, so we expose him to it in a real environment, rather than hiding protective suits away, never to come out unless they're needed."

"We send them out in the field as often as possible, give them tactical training, bivouac them whenever possible, walk them, run them as much as possible. We constantly try to figure a better way to do things," Christensen explained. "We PT their socks off, reward fast learners, help those who are slower."

It all starts to come together before or during the 11th week. Christensen says it's during the end-of-cycle artil-

lery tests and the end-of-course common skills tests that most young soldiers will exclaim — "Aha! Now I understand. I really know how to do what I'm doing. I'm a cannoneer!"

Soldiers who graduate are interviewed constantly for training "feedback." Many who excel think it was too easy. Those who "suffer" through because of physical drawbacks or other reasons maintain that their initial entry training is far too difficult. The majority fall in the middle, and think it's just about right.

"But we want each of them," Christensen said, "especially that guy who thinks it was too tough. He made it, and that's very important. He's a diamond in the rough; one that just needs to be polished in the field."

Although admitting that about 15 percent don't make it through OSUT, Christensen said that training standards should be tightened, rather than relaxed. "There's nothing wrong with weeding out the unfit," he said. "We have a job to do, and we must have people out in the field who're capable of doing it."

"Our ultimate purpose is to produce soldiers — good soldiers — and I think we do a bang-up job of it here at Ft. Sill," Christensen concluded proudly.

How do you make a soldier?

by *Sheila Samples*
Ft. Sill CANNONEER

Probably more has been written on the "good, the bad and the ugly" of the United States Army than on any subject in the history of this country.

Are we strong or weak, prepared or unprepared, disciplined or unruly? Is the all volunteer force cut from the same cloth as its forerunners, or is the Army a utopia for the unemployed, the unemployable — a haven for life's drop-outs?

In short — are we good, bad or otherwise? The debate rages, but who are we to believe? No clear consensus emerges among the multitude of fans and critics whose main sojourn into military life seems to consist primarily of juggling with journalistic fervor identical reports and statistics for opposing viewpoints.

Brown vs. black boots

"Brown boots" lament that a soldier isn't a soldier until he can stand for hours at "brace" just to see if he can take the pressure. He's not a soldier until he can take pride in digging a six-by-six "grave" for an abandoned cigarette butt . . .

But "black boots" insist that a soldier's time is better spent learning how to decontaminate himself and his equipment; knowing the proper first aid for nerve, blister or blood agents; and learning how to read a map or to operate a field radio.

Although they might disagree on "definition," both maintain that the bottom line for the strength of any force is the quality of training — basic training — each individual soldier gets.

What about quality

What about that quality? Ft. Sill is one of nine posts involved in basic training. Some, such as Ft. Jackson, offer just initial basic training, but all have either one-station unit training, advanced individual training, basic combat training, or a combination of the three.

More than 20,000 young men and women took the 12-week integrated basic and advanced OSUT at Ft. Sill's Field Artillery Training Center last year, and at least 24,000 will go through initial entry training here this year. Although they represent a very small percentage of the vast numbers who came here annually for training, Ft. Sill takes the initial training of its field artillery soldiers very seriously.

Look at recruits

Just how seriously was what we set out to look at when we snagged a group of new recruits upon their arrival at the Lawton Airport just 12 weeks before the holiday break. From that point, we dogged their steps for three

months; "went through" OSUT with the boys from Battery B, 3rd Cannon Training Battalion, FATC.

There were no prearranged, announced visits during the rugged period. We spent whole days in the field, long hours in the battery area, at least three minutes in the barber shop . . .

Training began early and ran late; sometimes lasting far into the night. Basic training is like being thrust suddenly into a strange, new culture; one whose demands are numerous, continuous — and impossible.

And, there's no looking back, because most young recruits are sure that if the Devil isn't gaining on them, they're at best matching steps with a God whose sense of humor is nothing to write home about.

League by itself

The boys from Battery B are no different from those in Battery C or D — or X, Y, Z. They sweated and worked, walked and ran; drilled, then sweated and walked and ran some more. They were tested, surveyed, counseled and inspected. More than once a day, they wished they'd never heard of the Army, hoped they'd never again see a drill sergeant, never wake up to a fistful of C rations or ever have to clean another M16 rifle.

Yet, few would have walked away if given the chance. With each accomplishment, each success — no matter how small — they felt themselves standing a bit taller, going a bit farther each day, and in uniforms that seemed to fit better.

Somewhere along the way, an amazing thing had happened. Suddenly, they were admitting that being in the Army wasn't half bad, but being a field artilleryman was in a league by itself.

The boys from Battery B were ready. They were eager to go on to their units; stateside, overseas — wherever. They were soldiers, and proud of it.

The mission of the FATC is to "transform recruits into disciplined, highly motivated and physically conditioned individuals qualified in their basic weapons, drilled in the fundamentals of soldiering and taught the fundamental skills of field artillery . . ."

It's soldierization

The Army's buzz word for all that is "soldierization." Broken into "basics," the ongoing process at Ft. Sill's FATC could be called, simply — "The making of a soldier."

In upcoming issues, all *VOLUNTEER* will show behind-the-scenes basic training action at Ft. Sill. We talked to commanders, to drill sergeants and to the trainees themselves.

Throw away the mish-mash of reports and statistics, and judge for yourself if initial entry training at Ft. Sill is good, bad . . . or otherwise.



Commanders measure new soldiers

When a soldier is standing tall and looking back on his initial training, whether it's basic, advanced individual training or one-station unit training, he's literally championing at the bit.

At no other time in his career will he be as fit or as responsive to the system as he is on graduation day. His morale is at an all-time high. He's learned some new stuff — good stuff — and he's ready to put it to use; to contribute something worthwhile to this new society he's found himself in.

Ft. Sill is an artillery society — a vast network of weapons, ammunition, lumbering equipment, missiles and intricate computers. A lot is expected of an artillery soldier, especially since the bottom line for the red-white-and-blue (and green) machine is deployment. He's expected to be "at the ready," because, ultimately, he's this country's "steel" for the cutting edge.

OSUT grads who remain at Ft. Sill are funneled into III Corps Artillery units, where their combat-ready training continues. Just how much do commanders expect of new soldiers coming into their units? And, how do those



As basic training advances into field artillery training the young trainees develop a rapport and cohesiveness known as esprit de corps.

soldiers measure up?

According to LTC Richard Moyer, S3, III Corps Artillery, the overall training offered at the Field Artillery Training Center is such that "newbys" can be worked into the various units with little loss to efficiency.

"Of course," he said, "you can learn just so much in a 12-week period. The Army, along with the world, is becoming more technical all the time, so it takes longer to train people to operate our increasingly complicated equipment.

"Our main problem is having training interrupted with things not related to our mission, such as having to send entire units to Ft. Chaffee. It's easy for new soldiers to get rusty; to lose skills that they didn't have a chance to develop."

Whereas Moyer admits that he must look at the "big" training picture, III Corps Artillery commanders must come up with the nuts and bolts to hold the whole thing together. Most of the cross-section interviewed were extremely candid about what they want — and about what they get. Sometimes, if they're lucky, it's the same thing.

Lieutenant Colonel Ronald Massey, 214th Field Artillery Brigade executive officer, says overall, his expectations are met.

"There's a tremendous difference between simulated school training; and actually working in a unit," he said. "We expect a soldier to want to learn, and to accept help that only more experienced soldiers can give."

The 214th FA Brigade supports the Field Artillery School through its 15D (Lance), 15E (Pershing) and 13B (cannoneer) MOSs. Massey says there's an abrupt shift in orientation once a soldier is actually working, and the brigade offers a combination of classes and on-the-job training.

"But once here, a soldier learns his job the only way he can — by doing it. Practice is over. It's show time.

Colonel James W. Wurman, 212th Field Artillery Brigade commander, bluntly asserts that all he expects of new soldiers is that they be "trainable." He says they must be, because more than half of "TACFIRE Country" comes from Ft. Sill's OSUT.

"I'm not too worried about the trainees," Wurman said. "Most of them meet my expectations. If they're led competently, they'll make top-notch soldiers. It's leadership the Army should bear down on when the subject of training comes up.

"The only problem we have with the younger soldier is that he's not used to people telling him what to do. Some grew up in an environment where they weren't taught to respect authority; to obey laws, live by rules. It's just a matter of getting his attention. Once we do that, he can fit in anywhere."

Although troops for MAJ Joseph Cercione's 4th Battalion, 31st Infantry, come from infantry and armor training centers at Ft. Knox and Ft. Benning, Cercione maintains that a trainee is a trainee, and says that his expectations are about the same as those of field artillery

commanders.

"I feel that infantry soldiers are adequate, considering the time they spend in training," Cerccone said. "I don't expect them to come here and immediately become functioning members of the combined arms team. But I do expect to have good, raw material to work with."

"There's a lot of adjustment," Cerccone said. "Training center goals and unit goals are different. A soldier's training 'peaks' with graduation. When he comes to a unit, there's a natural letdown. Training is more gradual, and it's up to us to build his enthusiasm back up."

"Even officers who come directly from training have to adjust to the reality of day-to-day soldiering. It's a matter of getting back into the building-block process. Some soldiers don't realize what they really can do," Cerccone said. "We attempt to set high, attainable standards, and we expect our soldiers to meet those standards."

Most 15E (Pershing) soldiers go directly from OSUT to Ft. Sill's unique 3rd Battalion, 9th Field Artillery, because it's the only place in the world that offers Pershing training.

Expectations run high, according to acting commander MAJ Douglas Richmond, and they're not always met. "Pershing soldiers are far from proficient when we get them," Richmond said, "because of the limited OSUT training time, and because of the nature of their jobs. However, we expect them to know the terminology of the Pershing MOS, and to be capable of being absorbed into the firing section and Pershing countdown operation with a minimum of guidance or assistance."

The 3rd of the 9th is a CONUS sustaining base, with a constant 30 percent turnover rate as troops rotate between Ft. Sill and the three Pershing sites in Germany. This demands responsive "ready" troops; something that Richmond says are harder and harder to find in today's Army.

"Based on what I see," Richmond said, "we need to go back to traditional discipline standards. In our line of business, when an order is given, an order must be followed. Lives depend upon it. If I could change the Army in one fell swoop, I'd love to see the old 'brown shoe' Army, both in training centers and in units. It's the only way to build initiative and drive, and to have soldiers proud of what they are."

The 6th Battalion, 33rd Field Artillery commander LTC Stephen C. Hustead says his expectations are more "hopes" that soldiers arriving in his unit can do their jobs.

"One problem I face is that trainees no longer get the same basic things they used to. We have to start at square one in many areas which were cut out of former initial entry training."

Hustead's Lance missilemen (15D, 15J) learn mostly from hands-on training in the field, and Hustead says although young, his new soldiers are "pretty good. Reenlistment is a problem for us," he continued, "because it's either Ft. Sill or Germany, and first-termers don't want to sign up to keep running back and forth."

"Looking at it selfishly," he grinned, "if we had the

time and money to do it, I'd extend the initial training to include skills that must be taught, such as basic surveying. However, what most trainees are offered in basic, they learn very well."

Lieutenant Colonel William Roberts has been at the helm of the 3rd Battalion, 18th Field Artillery, just one week, but says he'll expect his new soldiers to have a firm grasp on what the Army offers them during OSUT.

"I expect soldiers to be responsive to discipline, to know how to wear their uniforms and to tackle their job willingly. At least five or six percent of our strength comes directly from OSUT, and we'll be getting more each month," Roberts said. "These guys should be able to fit into the battalion without creating a turbulence."

"If I could improve training here, a particular skill I'd like to see offered during OSUT is some type of driver's training and certain maintenance courses. But that's all 'pie in the sky.' For now, we must take them as they are, and give them plenty of hands-on training."

Lieutenant Colonel Isaac Bonifay is a confirmed optimist, and says he has a right to expect to fill the ranks of his 2nd Battalion, 18th Field Artillery, with "a legitimate mainstream product of the force."

"And, for the most part, I get it," Bonifay said. "I'd like to have the all-American quality in every soldier in the unit — kids with basic integrity. 'Trainable' individuals."

Bonifay says he uses the skill qualification tests as a springboard to discover where he stands regarding training. "If I gave a kid an SQT on his first day in the unit, I'd expect him to know what was going on around him. I don't get bad vibes from today's young soldiers. The responsibility, and the blame, falls on the leaders. The 2-18th is their first unit, and it's up to us to make them like it and work in it."

"I want my soldiers to buck for whatever comes along. We teach them that they're winners, and this attitude spills over into their jobs. I give 'atta boys' every chance I get," Bonifay continued, "and it must be working, because I don't know of any totally incorrigible soldiers working for me."

Bonifay welcomes OSUT graduates, and says he's had a tremendous increase in the number of new soldiers in recent months. "Because of the strength we've been living with in the past, it 'ups' my efficiency to have willing, trainable soldiers arriving. If we start them off right," he concluded, "we have a good shot at keeping them for awhile."

Lieutenant Colonel Robert Veen, 2nd Battalion, 1st Field Artillery commander, says that soldiers arriving at his unit fresh from initial entry training "pretty much meet my expectations."

"We're in the field every day; we fire constantly. So training is continuous, from what they get in OSUT until they're efficient, working members of a firing team. The bottom line, for me," he said, "is that my expectations are met. I like the basic material I'm getting. I'd just like to have more of it."





Captain Frederick Conard, opposite page, dons the protective vest while high school students model the tankers' uniform, center, and the infantry desert uniform. At right, the arctic overwhites provide snow camouflage. At far right the desert nighttime camouflage parka with liner and trousers is modeled with the desert daytime uniform.



Aberdeen Proving Ground PAO

Captain displays new uniforms and helmets

**by Nadine Luc
Peoria DRC**

Captain Frederick Conard II, of the Army Natick, (MA) Research and Development Command, recently swept through the Peoria DRC in an eight-day whirlwind tour of colleges, high schools, television, radio and newspaper interviews and meetings with Reserve units.

Wherever he goes, Conard displays the new uniform and helmets the Army's soldiers will get in the early part of this year.

He wears the woodland pattern camouflage uniform. During his presentation in the high schools, he invites several students to model other uniforms, and accessories, such as

the new desert combat uniform and leather boots.

He outlines the benefits derived from the research that has gone into the new battle dress by the Natick Research and Development Command. Improved safety is one feature of the uniform, he tells his audience. A ballistic protective vest with 19 layers of Kevlar, a synthetic material said to be stronger than steel, is among the items in his exhibit. While it is not bullet-proof, he explains, it will ward off fragmentation and shrapnel.

The new boots are made with the rough leather turned out, and are lined with glove leather for greater comfort to the soldier. They have protective soles and are water repellent.

They cost \$40.

A one-piece helmet made of Kevlar, with a detachable camouflage cover is designed to complement the Kevlar vest. It is worn lower than present helmets. Worn with the vest, the soldier enjoys 25 percent greater protection than that worn by combat infantrymen and vehicle crewmen (tankers) before.

Called the CVC, tankers' uniforms are principally a Nomex, or fire retardant fabric uniform offering thermal, flame and wind protection for the tank crewmember. There is also a Kevlar face mask to offer protection from fragmentation.

The "Alice", or field pack, has been modified with increased padding to



Increased ballistic protection for the head, temples, ears and neck against fragmenting munitions is offered by the rigid one-piece helmet above. The laminated Kevlar fabric, of which the helmet is constructed, is also part of the protective system for the Kevlar



vest. The vest is jointed at the back and shoulders and is usable with load carrying systems. The strapped combat boot, center, is designed to be worn with the tankers' temperate uniform. It offers toe protection against dropped shell casings and provides



environmental protection. The combat infantry boot, above insert, is constructed of highly water-resistant leather, providing environmental and camouflage protection. A fiberglass toe box gives impact protection against falling objects.



distribute the load over a larger area. A weight distribution belt, which is made to distribute the weight to the hips as well as to the shoulders, has been strengthened in both form and at normal wear points of the rucksack.

Conard is also showing the Army's new C-rations. "This ration is a big improvement," he said, "because it utilizes a flex-pack instead of a can; has one half of the weight and one third of the volume of the old rations. It incorporates many high preference entrees, such as BBQ beef, turkey with gravy, and it also has some lightweight freeze-dried items such as potato patties and fruits (peaches, strawberries, and mixed fruits).


All items are packaged so as to easily fit into the pockets of the field trousers and field jackets.

A West Point graduate, Conard is a native of Port Clinton, OH. During his tour of the Peoria DRC, he spoke to audiences at Bradley University, made up primarily of ROTC students; granted an interview with WRAU-TV, radio station WTAZ and an interview with the Peoria Journal Star.

He spoke to the Reserve Officer Association, Peoria Chapter; to students at Illinois Central College in East Peoria, and Parkland Community College in Champaign.

In the Joliet area, he addressed students at Bollingbrook and Romeoville

High Schools and traveled on to speak at the Rockford East High School, to the 85th ARCOM Reserve unit in Rockford; Jacobs High School in Carpenterville, and Crystal Lake Central High school in that city.

Appearances at four high schools in Joliet wrapped up his tour for the Peoria DRC. 

Duble's duty?

Displaying developments

**Story and photos
by Rob Gardner
Little Rock DRC**

You might as well listen when CPT Keith T. Duble talks about the Army. Everybody else does.

Duble represented the Little Rock DRC at the Arkansas state fair recently. He brought with him a wealth of information about recent developments to improve the quality of life for the individual soldier. With the medal of honor exhibit as a backdrop, Duble modeled the new combat uniform and let the public get a taste of the Army's new rations.

You might consider this youthful officer a goodwill ambassador for the Natick Research and Development Laboratories. He spends most of his time on the road representing the Office of the Individual Soldier.

"I'm proud of what Natick is doing to make Army life better for soldiers. The state fair is great because it gives us a chance to tell parents and students what the Army can now offer. The Army does care about the individual soldier," Duble said.

"I wanted to study music in college, but when I visited Westchester

State College, I didn't like the anti-war signs or the general acceptance of "pot" on campus."

So he accepted a scholarship at Pennsylvania Military College. "It was the best move I ever made," he recalls. While there, he won the John Phillip Sousa Award for his trumpet playing and was listed in Who's Who in American Colleges and Universities. To top that off, he received a commission in the regular Army when he graduated.

At the fair, Duble is overheard talking to a parent. "I believe a person can do any job if he strives for excellence. Americans have a knack for getting the job done. I try to set the right example through hard work. I'd rather have one soldier with drive than three without it."

Reflecting on his military career, the captain says that his service as liaison officer with a German tank division was probably the most rewarding. His sense of humor is evident as he chats with a high school senior about a 1978 NATO exercise, RE-FORGER.

"My company was in an assembly area preparing for an attack. I was standing on a trail talking to the umpire. One of my tanks was moving down the hill toward me when the driver lost all braking power. I felt the right track of the tank strike my back and realized that the vehicle was about to roll over me. I couldn't move left or right because the trail was bordered by high embankments on each side. As I was pushed to the ground, I noticed a ditch beneath me. I dove into the shallow culvert and watched the 53-ton monster pass

overhead. When it was completely past me, I popped back up and moved to the front of the vehicle to assure the panic-stricken driver that he had not murdered his company commander!"

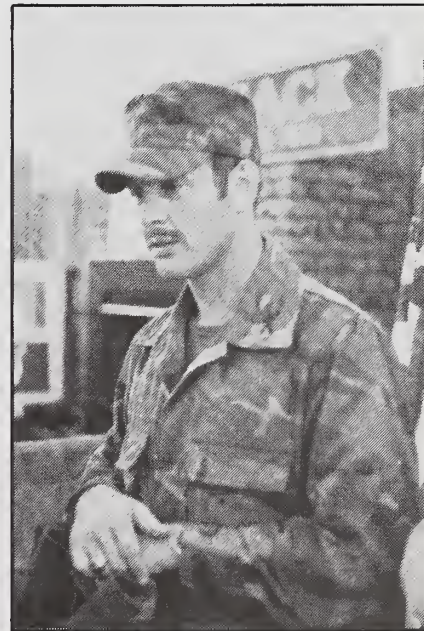
He and the senior laugh together. Then Duble related what the Army can do for today's youth. SFC Jim Thrash, the recruiter on duty at the fair, moved in at that point and did his bit. It all went like clockwork. They had another prospect.

Then Thrash wants to know his ideas on recruiting high school graduates. "To get them, push the Veteran's Educational Assistance Program. Many high school students still are not aware that the Army offers programs with such extensive educational opportunities. Young men and women also need to know how three years in the Army can build a successful civilian career through experience gained."

Night after night, Captain Duble talked to hundreds of students about Army benefits. When the fair closed, he left to return to Natick. But he left behind a red, white and blue picture of the Army that Arkansans won't soon forget.



You might as well listen when CPT Keith Duble talks about the Army. Everyone else does, including a mother and her son, at left. Duble, right, knew how to get across the message that he is proud of what the Army is doing to improve not only the quality of life but the equipment of the soldier.





AN AIDE to a Mississippi senator has developed a more positive view of the military. **Carrie Laird**, aide to US Senator Thad Cochran accompanied a group of eighteen educators from parts of Tennessee, Arkansas and Mississippi on a tour of Ft. Benning. The tour was sponsored by Jackson DRC.

"I had a total misconception about military life before seeing the Army in action," Laird said. "What I observed at Ft. Benning were fine men and women carrying out their jobs professionally. I discovered it was not at all like the movies with people hollering and screaming at others all the time," she observed.



Carrie Laird (holding weapon), office manager/aide to Mississippi Senator Thad Cochran, gets the feel of the LAW, a hand-held light antiarmor weapon, at Ft. Benning recently. Laird accompanied a group of educators from Mississippi, Tennessee and Arkansas on a tour sponsored by the Jackson DRC.

Laird traveled from Jackson to Atlanta along with educators and personnel from Jackson DRC, including **Major Steven Sharrer**, DRC XO, and **Sergeant Jerry Curtis**, PDNCO. The group met with a second group of

educators and **Captain Kevin Connolly**, Memphis Recruiting Area commander. The two groups then proceeded to Ft. Benning.

After an initial briefing at the Infantry Center the group toured the parachute maintenance branch where they learned how parachute damage is repaired, observed an Airborne 5000 (parachute jump) demonstration, saw soldiers being trained to destroy tanks, observed rifle marksmanship and armored carrier operations training. Educators were not the only ones enlightened by a briefing on education benefits available in the Army. "I had no idea what educational benefits were available in the Army", Laird revealed. "I certainly didn't know that soldiers could work on a college degree in service."

A highlight of the tour was the opportunity for active participation. Each participant took the pilot's seat in a helicopter simulator and "flew" through adverse weather conditions.

Novices had a chance to practice and correct rifle marksmanship. The M60 tank ride also proved to be quite an adventure.

Carrie agreed with a high school principal who summed up the trip in this reflection, "The trip was educational and rewarding, the Army hospitality was "tops". (Jimmie Hartfield, Jackson DRC)

A FORMER DRILL INSTRUCTOR, now a reserve recruiter with the Newburgh DRC at the Hunts Point recruiting station, has been helping the DEP'ers from his station "be all they can be" through a vigorous Saturday morning program.

Sergeant Samuel G. Morton brainstormed the pre-basic training program in May of 1980. "Many of the DEP'ers asked me to help them prepare for basic training," stated Morton, "I started the program to do just that."

Morton and his fellow recruiters conduct the voluntary meetings at their station. The meetings begin at six with a short session of calisthenics, followed by a run — usually between two and ten miles in length. Upon returning to the station, other activities begin. These include drill and ceremonies and recognition of rank and insignia. The training closes with a question and answer period.

"Most of the kids have written us from basic, saying that our program had helped them out quite a bit," explained Morton, "I hope to continue the program as long as I'm a recruiter." (SGT Tab Shiota, Newburgh DRC)

THIRTY SIX AIR FORCE Junior ROTC cadets from Hampton High School recently visited Ft. Bragg and participated in an airborne operation.

The cadets were hosted by the 35th Signal Brigade, the largest tactical signal unit in the Army.

Their two day visit took them to St. Mere Englise Drop Zone and various communications activities within the 35th Signal Brigade as well as other parts of the post.

At St. Mere Englise Drop Zone, they had a chance to participate in an actual airborne operation. The airborne demonstration started with a jumpmaster briefing and prejump training and concluded with a flight on a "Huey" helicopter.

The jumpmaster briefing included aircraft type, its speed, number of personnel exiting the aircraft per pass, altitude, wind data and more. The demonstration by **First Lieutenant Jon Patterson**, the primary jumpmaster and officer in charge, also included types of parachutes, jumpmaster commands and parachute landing falls.

James Diggs, a senior at Hampton High School had an opportunity to don the parachute, helmet and 50 lb. alic pack. Shortly after, **Staff Sergeant John Travis** donned the equipment and demonstrated a full combat equipment jump.

The cadets then had a chance to participate in airborne operations themselves. Individually, they flew with the airborne soldiers in the helicopters and observed the in-aircraft jump procedures, and jumpers exiting the aircraft.

Also included in their tour were communications activities including a visit to the 35th Signal Brigade's motor pool, a maintenance and parking area for the vehicles assigned to the brigade and its subordinate units.

Mobile communications vans were displayed and the cadets had a chance to see how the communicators did their job.

Most indicated the airborne demonstration was the highlight of their trip according to **Staff Sergeant David McCarthy**, Army recruiter from Hampton, VA., who accompanied them to Ft. Bragg. (Ron Staszczuk, Ft. Bragg PAO)

THE UTAH JAZZ and the Denver Nuggets of the National Basketball Association vied for supremacy at the Salt Palace in Salt Lake City. It was a night which saw Jazz player **Adrian Dantley**, top scorer in the NBA, score a career high 55 points, even though the Jazz were defeated by the Nuggets 120 to 116. It was also Army Night with the Jazz, sponsored by the Salt Lake City DRC in cooperation with nearby Tooele Army Depot.

The game opened with the National Anthem and a flag ceremony conducted by four members of the Junior ROTC from Salt Lake City's East High School.

The Salt Lake City DRC presented the half-time show featuring the Black Knight Karate Team from Ft. Bliss. As the animated scoreboard flashed and the sound system echoed the Army's slogan "Be All That You Can Be", the Black Knights thrilled the audience for nearly six minutes with a spectacular martial art review. The show was highlighted by the Knights breaking solid boards with their bare feet. The half-time show concluded with a frisbee toss by Army recruiters from Salt Lake City, South Salt Lake, and Midvale, recruiting areas who sailed several dozen frisbees into the audience.

"This was really one of our finest half time events", said **Brian Hogan**, half-time director for the Utah Jazz. "The Army really did it up right", he said.

The evening ended with two of the Jazz's star players, **Adrian Dantley** and **Ben Poquette** presenting autographed basketballs to **Colonel Winslow**, commander of the Salt Lake City DRC and to **Colonel Patterson**, commander of the Tooele Army Depot. (Ray Graham, Salt Lake City DRC)

ARMY RESERVE RECRUITER Sergeant First Class James Kingston, appeared on KYW's AM/PM show in Philadelphia recently with his son, **David**, a sophomore at Philadelphia's Central High School.

The elder Kingston is first vice president of the Home and School Association of Central High School. Topic of the day was: "How to Raise your Children to be Winners."

Sitting direct front center in his Army greens, Kingston was the focus of camera and microphone as AM/PM host **Maury Povich** interviewed Central High parents and representatives of a state mandated/government funded program for the mentally gifted.

Kingston returned to active military service five years ago when he enlisted in the Reserve as a journalist under the Army Reserve Civilian Acquired Skills Program. He was attached to the 157th Infantry Brigade, Horsham, PA, where he edited the Brigade newspaper.

Three years ago he became a full-time recruiter. Before that, he worked for advertising agencies in the Philadelphia area, in corporate public relations, edited and published trade newspapers, including the Food Industry Journal.

He was a teletype operator in the Navy from 1953-55 and served in the Naval Reserve from 1947-1961. (Philadelphia DRC)



PRIVATE FIRST CLASS KIRSTEN YUHL takes cover during a recent training exercise. Yuhl, a native of El Cajon, CA, was assigned to Company C, 1st Battalion, Training Brigade, a basic training company at Ft. McClellan. She is attending advanced individual training for military interpreters at the Defense Language Institute, Foreign Language Center, Presidio of Monterey, CA. The 20-year old soldier said she loved basic training. "The past six weeks have been heaven compared to how some people told me it would be," she said. Yuhl aspires to become a United Nations interpreter when she completes her military service. (Photo by Todd Bueckens)

HAVING A BASKETBALL JONES describes the Baltimore-Washington DRC basketball team. The recruiters recently won the Ft. Meade Intramural Basketball Championship, beating the Walter Reed Army Medical Center, 100-77. This win marked the third time that the team topped 100 points and was their 18th win in 18 games.

Leading the recruiters in their championship win was 6'6" center **Otis Weir**, of the Forestville recruiting station, with 26 points. Guard **Miles Johnson**, also from Forestville, added 21 points. Six foot-four inch forward **Larry Owens**, from the Belair Road station hit for 14 and **Sam Petticolas**, a 6'2" guard threw in 10.

Rounding out the team were forward **Lyle Hearn**, of the Glen Burnie recruiting station, guard **Manuel Irving** of the Belair Road station, and player-coach **Val Atkinson**, a professional development non-commissioned officer. Also coaching was **Michael Virgin**, the Baltimore area commander. (Jay Fromkin, Baltimore-Washington DRC)

THERE WAS HARDLY A BREEZE. It was a typically hot, lightly hazy day at Camp Blanding, FL. The clusters of tall Florida pines surrounding the drop zone were as still as the onlookers grouped on the low sandy knolls.

One of the TV cameramen was the first to see the giant C-141's. Now everyone was looking and pointing north. Alpha Company, 193rd Infantry Brigade had arrived. They had rigged in the air during the long flight from their home station in Panama.

The C-141's were coming in low now, they had separated and the doors were open. First there was the smoke drop, then the dummy chute, then jumpers in the air! Mini-cams panned to nearly vertical. Shutters clicked and long lenses glistened in the sun. The four TV crews and three newspaper teams were recording the first jump by the 193rd Infantry Brigade as part of their link-up role with Florida's 53rd Infantry Brigade. Alpha Company would be the aggressor force during the annual training exercises at Camp Blanding, FL.

Among the press, Guard personnel, and advisors there was another group whose interest was perhaps even greater. They were prospective enlistees who had been brought to Camp Blanding by their Army Recruiter, **Sergeant First Class Kermit E. Gray**, Gainesville, FL recruiting station.

Through the combined efforts of the 53rd Bde Public Affair Officer, **Captain Janet Mark** and **Sergeant First Class Dave Goldie** of the 193rd Inf Bde, a full day of activities were arranged for the recruiter and his prospects.

The brigade air park was the first stop. **First Lieutenant Gary Bannister**, Operations officer of the brigade detachment gave an orientation on the Brigade's aircraft,

operations and a thorough safety lecture.

The group then toured the flight line and were given a Huey demonstration. After the demo the students got a close-up look, technical briefing and question and answer session at the aircraft with the pilot, **Warrant Officer Michael McMahon**.

The scout platoon toured area high schools the following day.

In addition to the student tour and demonstrations, the 193rd's deputy commander **Colonel Ward LeHardy**, gave a brigade presentation to Army ROTC students at the University of Florida. A joint 193rd and 53rd Brigade press conference and luncheon was held. (Jacksonville DRC)

STAFF SERGEANT JAMES T. HOOPER (known as Terry in his community) is "worth his weight in gold" as he works hard, training with young high school males in the weightlifting programs.



SSG Hooper getting his weekly PT.

Terry entered the Colorado State Novice meet in Denver, competing with 140 other lifters and participated in three lifts (squat — 275 lbs, bench press — 465 lbs, & dead lift — 575 lbs) for a total lifting weight of 1315 lbs. This outstanding effort by Terry earned him first place in the 198-lb Class (one of 11 weight classes). He is a member of the US Powerlifting Federation, Colorado Association, as well as a rodeo participant, rebuilder of cars welder and horse trainer. (Dianna Gentry, Denver DRC)

STAFF SERGEANT ROY E. CHINI, the "recruiting novice" of the Pittsburgh DRC's New Kensington recruiting station, can't be called a novice anymore. He's quali-

fied for the coveted Gold Badge after only one year of on-production recruiting.

Chini attributes his one-year success record to extensive community relations including free full-page newspaper advertisements, a billboard contributed by a local outdoor advertising firm, "I Want You" posters in many store windows, and a successful high school program.

Recruiting in his hometown area, Chini is responsible for his alma mater, Valley High School (Class of '69). Thus, he gets to work with many of his ex-teachers and counselors.

He eats lunch with his DEPs and other students in the school cafeteria two or three days a week and regularly attends home sporting events in military uniform or wearing an item that identifies the Army. In fact, the following chant rose from 50 plus students at one basketball game:

"Sergeant Chini is his name
Recruiting troops is his game"

His constant presence in the school and at school activities prompted one student to remark, "Man, you're at the school even more than I am."

"When I DEP individuals I spend a lot of time with them. I take them to high school sporting events, bowl with them and participate in many of their activities. The kids soon accept me as one of their peers instead of a recruiter . . . it generates referrals," states Chini. He also maintains close contact with the parents of individuals already enlisted. Many times people indicate that they've heard about him from their children in high school.

When he experiences difficulty establishing rapport with a student or CI he drops the name of one or two of his relatives who attends or has graduated from Valley High School. His niece is head majorette; one of his nephews plays varsity football and is on the wrestling team (he'll graduate in '82); another nephew, who has already graduated, won the 1979 State Wrestling Championship in the unlimited weight class, was a varsity football player and is now a nose guard on West Virginia University's football team. And still another nephew, Greg Meisner, played starting defensive tackle on the 1980 University of Pittsburgh team. He is an excellent professional football prospect.

Chini volunteered for recruiting duty because, "I love to deal with people." He's dealt with, met, and favorably influenced so many people that he could probably run for mayor and win in the small Western Pennsylvania city. (Don Motz, Pittsburgh DRC)

Looking into USAREC

by MAJ Jim Orahood
Chief, OE Staff

Is USAREC an effective or ineffective organization? If we make improvements in the way we operate internally is there any way to measure whether we are becoming more effective over a period of time, besides production outcomes? Do recruiting organizations not make their production mission because they are ineffective or are there other factors? These are the type of questions that USAREC Organizational Effectiveness was asked by the commander in 1978.

Since there was no data available on the human system variables, our first task in finding some answers was to establish the "state of USAREC." The "state" at that point in time could also then become the base from which to measure future improvements as well as to determine the overall effectiveness of our management systems and give us the other answers we sought.

Being familiar with similar work conducted in civilian sales organizations by Rensis Likert, the founder of the University of Michigan's Institute for Social Research, the USAREC OE Office gained his permission to use his work in a specially designed Recruiting Command Questionnaire. (RCQ)

The specific reference of Likert's work that we used is in "New Ways of Managing Conflict."¹ In this book, Likert discusses his research on the human dimensions of organizations. This research revealed that management systems have evolved as societies have evolved. The management systems used by the highest-producing managers in today's society are complex, sophisticated, socially

evolved and, on the Likert scale, their organizations rate as System 4 organizations. The extreme is the System 1 or fear, threat and intimidation management system. Managers who tend more toward the System 1, than the System 4 approach, also tend to be the heads of organizations which achieve average or poor results.² Managers who apply the principles of System 4 in their management system tend to have high-producing organizations.

Figure 1 is a profile of organizational characteristics used to describe the Systems 1, 2, 3 and 4 types of organization. These profiles are listed as questions. Depending on the average response listed to the right of each question a management system score is established that tells us what type of system is in operation in an organization.

To establish the "state of USAREC" in fourth quarter 1978, OE surveyed a representative sample of every echelon, in every Region and District. As a matter of interest, we did not know what to anticipate as far as responsiveness to the RCQ so we sent out almost twice as many RCQ as we actually needed to obtain a 95% accuracy.

We also anticipated a several week lag in getting the completed RCQ back. As it happened, we had better than 90% return rate of questionnaires and most of those came back within one month. This probably tells us many things about USAREC besides what we sought from the responses to the RCQ.

One thing it told us, evidenced by the volume of return, was that members of USAREC are interested in ways to improve as a team. This was also reinforced by the written comments on many of the returned RCQ, such as, "... good idea," "... first time anyone asked," "... glad someone cares."

A second thing it told us was that there really is a willingness to communicate upward. This is a healthy sign in any organization. A manager or leader cannot improve a unit or be an effective manager unless he knows what is going on, down in the work place. If no one communicates up-

ward, effective leadership and management can become impossible. The manner in which members of USAREC responded to the RCQ indicated that there was a positive climate for improvement at the time the survey was conducted.

In Figure 2 we have graphed the results of the responses to the RCQ from the lowest-producing region in 1978 and from the highest-producing region for the same period. This comparison exactly corresponds to Likert's research. The highest-producing organization tended more toward the System 4 type of management than did the lowest-producing region. Of note also is the consistency in all component activities of each region, such as leadership, decision-making, and communication.

Not only are each region's internal operating characteristics consistent with each other, the highs and lows are consistent with the same components in other regions.³ The major difference is in the degree of each rating such as number 50. Number 50 is the lowest rated in both the high and low region but it is much lower in the low region.

The average score for USAREC as a command lies between the high and low regions' ratings, which makes USAREC a solid System 3 organization. This compares favorably with the high production rate that USAREC has had since the birth of the all volunteer force and reinforces Likert's view that "human system variables successfully differentiate effective from ineffective organizations."⁴

Based on the view of USAREC members as portrayed in Figure 2, the answer to one of the original questions sought through the RCQ is that USAREC is an effective organization and could be even more effective by continuing to move toward a System 4 type of management system.

Of significance in this research is the effect of organizational size on operational matters. Certainly the size of USAREC has a major impact on everything that is done. One effect is the lag in changes. Research shows that changes in performance may lag as much as one to five years behind

Figure 1

ORGANIZATIONAL VARIABLES	SYSTEM 1	SYSTEM 2	SYSTEM 3	SYSTEM 4
41. How much confidence and trust is shown in subordinates?	Virtually none 1 2 	Some 3 4 	Substantial amount 5 6 	A great deal 7 8
42. How free do subordinates feel to talk to superiors about their job?	Not very free 1 2 	Some-what free 3 4 	Quite free 5 6 	Very free 7 8
43. How often are subordinates' ideas sought and used constructively?	Seldom 1 2 	Sometimes 3 4 	Often 5 6 	Very frequently 7 8
44. What predominant motivational techniques are used?	Fear, threats, punishments and occasional rewards 1 2 	Rewards and some actual or potential punishment 3 4 	Rewards, occasional punishment and some group involvement 5 6 	Group involvement and rewards based on group-set goals 7 8
45. What is the responsibility felt for achieving the organization's goal?	Most at the top 1 2 	Top and middle only 3 4 	Fairly general 5 6 	At all levels 7 8
46. What is the usual direction of information flow?	Downward 1 2 	Mostly downward 3 4 	Down and up 5 6 	Down, up and sideways 7 8
47. How is downward communication accepted by subordinates?	Viewed with great suspicion 1 2 	Some accepted and some viewed with suspicion 3 4 	Often accepted, but if not openly or may not be questioned 5 6 	Generally accepted but if not, openly and candidly questioned 7 8
48. What is the character of interaction between superiors and subordinates?	Little interaction and always with fear and distrust 1 2 	Little interaction and usually with some condescension by supervisors; fear and caution by subordinates 3 4 	Moderate interaction often with fair amount of confidence and trust 5 6 	Extensive friendly interaction with high degree of confidence and trust 7 8
49. How much cooperative teamwork exists?	Very little 1 2 	Relatively little 3 4 	Moderate amount 5 6 	A great deal 7 8

ORGANIZATIONAL VARIABLES	SYSTEM 1	SYSTEM 2	SYSTEM 3	SYSTEM 4
50. At what level are decisions made?	Mostly at the top 1 2 	Policy made at top with some delegation 3 4 	Broad policy at top, more delegation 5 6 	Through-out but well integrated 7 8
51. To what extent are technical and professional knowledge used in decision making?	Used only if possessed at higher levels 1 2 	Much of what is available in higher and middle levels is used 3 4 	Much of what is available in higher, middle and lower levels is used 5 6 	Most of what is available anywhere within the organization is used 7 8
52. Are subordinates involved in decisions related to their work?	Almost never 1 2 	Occasionally consulted 3 4 	Generally consulted 5 6 	Fully involved 7 8
53. Does decision-making process contribute to motivation?	Not very much 1 2 	Relatively little 3 4 	Some contribution 5 6 	Substantial contribution 7 8
54. How are organizational goals established?	Orders issued 1 2 	Orders, some comments invited 3 4 	After discussion, by orders 5 6 	By group action (except in crisis) 7 8
55. How much covert resistance to goals is present?	Strong resistance 1 2 	Moderate resistance 3 4 	Some resistance at times 5 6 	Little or none 7 8
56. How concentrated are review and control functions?	Very highly at top 1 2 	Quite highly at top 3 4 	Moderate delegation at lower levels 5 6 	Widely shared 7 8
57. Is there an informal organization resisting the formal one?	Yes 1 2 	Usually 3 4 	Sometimes 5 6 	No — some goals as formal 7 8
58. How are productivity, cost and other control data used?	Policing, punishment 1 2 	Reward, punishment 3 4 	Reward, some self-guidance 5 6 	Self-guidance, problem solving 7 8

Figure 1 PROFILE OF ORGANIZATIONAL CHARACTERISTICS, copyright by Rensis Likert © 1976. Used by permission.

Figure 2

We graphed the responses from the lowest-producing region in 1978, (gray area), and from the highest-producing region, (brown area). The results correspond to Likert's research. The highest-producing region tended more toward a System 4 type of management. The high and lows are consistent with the same components in each region. The major difference is in degrees. Question 50 is the lowest rated in both regions, but it is much lower in the low-producing region.

changes in the way the organization operates.⁵ The larger the organization is, the longer this lag time is. This effect is certainly in operation at all levels in USAREC.

The way an area or district commander experiences this is very significant because these leaders are judged on production rather than long term improvements they may be implementing for the overall good of the organization. If the production figures are low, their leadership abilities may be severely questioned even if the low production is caused by past mismanagement.

The other way that this lag effect occurs can be found in areas and districts in which the newly assigned commander realizes a jump in production figures. What is probably, at least partially, at work in this sort of organization is that the previous commander's improvements have started to take effect. Yet the credit goes to the present commander.

Since we know that there is a lag effect, leaders at all levels must encourage subordinate leaders to make long term improvements or USAREC will not continue evolving as a more effective organization.

A second effect of organizational size revolves around satisfactory control by each organizational member of his own life and destiny.⁶ This satisfaction exists at the heart of any effective unit and it **can** be achieved in a large organization.

To gain this quality the organization must use participation as the approach to decision-making. Members

must be involved in the decisions which affect them if they are to be satisfied with their role in the organization and if they are to be motivated toward meeting that organization's goals. This is reinforced by the data in Figure 2. Compare the high and low region scores on trust (41), involvement (44), decisions (52) and others. Participation improves performance.

The basic principles that high-producing leaders use in the System 4 type of organization can be summarized by the following brief description of an ideal DRC:

The human-organization of a System 4 DRC is made up of interlocking areas, stations, and staff sections with a high degree of group loyalty among the members and favorable attitudes and trust among recruiters, commanders, and staff. Consideration for others and relatively high levels of skill in personal interaction, group problem-solving, and other group functions also are present.

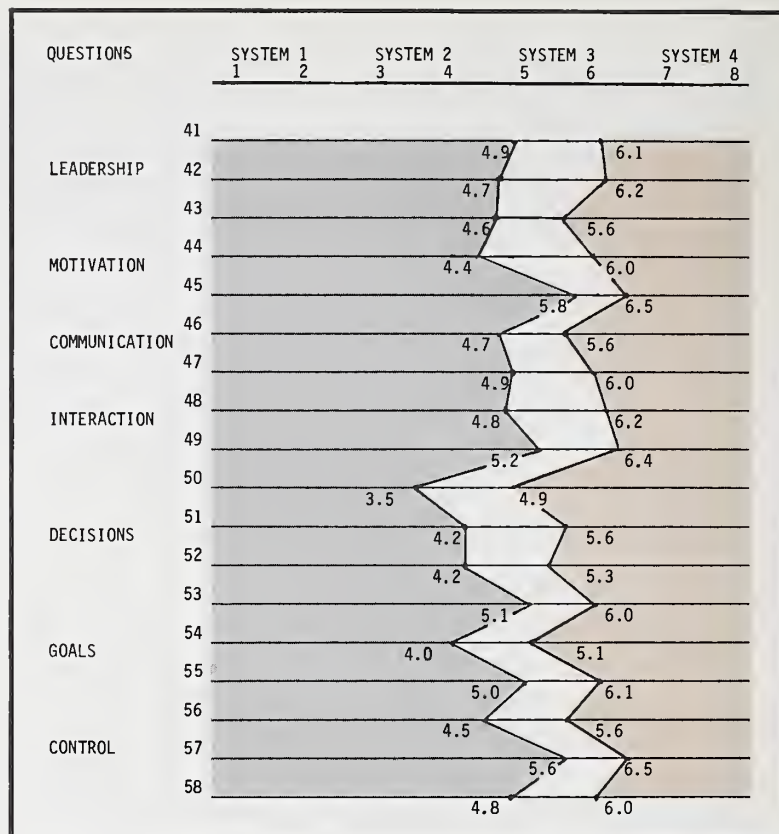
These skills permit effective participation in decisions on common problems. Participation is used, for example, to establish organization-

al objectives which are a satisfactory integration of the needs and desires of all members of the organization and of persons functionally related to it.

Members of the organization are highly motivated to achieve the organization's goals. High levels of reciprocal influence occur, and high levels of total coordinated influence are achieved in the DRC. Communication is efficient and effective.

There is a flow from one part of the DRC to another of all the relevant information important for each decision and action. The leadership in the DRC has developed a highly effective social system for interaction, problem-solving, mutual influence and DRC achievement. This leadership is competent and holds high performance goals.⁷

If a commander has developed an organization that follows this model then that commander has done everything possible to have a positive impact on production.



¹ Likert, Rensis and Likert, Jane Gibson, *New Ways of Managing Conflict* (New York: McGraw Hill Book Co., 1976).

² *Ibid.*, p. 89.

³ *Ibid.*, p. 15.

⁴ *Ibid.*, p. 50.

⁵ *Ibid.*, p. 52.

⁶ *Ibid.*, p. 8.

⁷ *Ibid.*, p. 16.

Success cannot be argued against. Success tells its own story with a lesson for all who aspire to reach it. Success may be had for all who follow the path of the successful.

One such success story is that of SSG John R. Wells Sr., New Haven DRC's Recruiter of the Year with a 125 percent average production record.

Wells was asked his secret of mastering the recruiting business, especially in an area considered "difficult" by many. His dynamic, salesman-like personality was evident in his immediate response, "I'll tell you right now because I love to talk, especially about myself."

The question and the quick reply gave way to a pleasant 45-minute interview with a "real" salesman/Army Recruiter who applies the basics that would no doubt hold him on top in any sales position he chose, be it Army Recruiting, or some other endeavor.

"Here's what I do and it works for me" said Wells. "I maintain above all else, a positive attitude. For example, I processed five applicants the first week of this month and planned to make mission early. All five were rejected for one reason or another. My first reaction was negative, but only for a minute or two. Just as fast I picked myself up mentally and said I'll make it anyway because there are more people out there who want to go into the Army this month. That's my attitude on everything — positive.

This positive attitude shows through to all who meet him. According to Wells, however, it takes more than a positive attitude to be a successful recruiter. It takes special action. He says, "I look good, I feel good, then I do good, especially in my high schools where I 'live at' so to speak. That is where my bread and butter is — in the high school — not in the recruiting station. I go where my market is and work that market.


"At the high schools, I conduct my business of talking to people. I know

my high school counselors and I also know their secretaries. They give me a lot of leads and general information. But also, I get involved with performing a service to my schools. For example, I am a substitute teacher at different times. When a substitute teacher is needed by the school, I volunteer to conduct career development classes. I take over for the teacher. The kids are impressed and the school has had a need fulfilled. It works!"

The 27-year-old recruiter goes on to say "My time, of course isn't always spent giving classes, it is spent talking to kids anywhere in the school. I think nothing of walking into a lounge full of students and starting a group discussion about the Army".

Wells gets to his market face to face and talks. He also gets to his DEPs and works with them. According to the two-year veteran recruiter, "My DEPs work for me, they learn from me, they discover Army life from me and my family, and they spread the word for me. That's my best advertising. I'm kid-oriented. We — my DEPs, my family, myself — have get-togethers. We play sports together, we have outings together. We have fun together and we learn much — together."

The pleasant, busy, outgoing recruiter lives recruiting. His family lives recruiting. He says "I like my job. I believe in my product. I am above all else, happy at what I do. My prospects, their parents, and all who come into contact with me know this. They sense it. They 'buy it'."

On the broad scale, Wells of the New London station says that a recruiter must work the basics like time management, refining lists, and follow-up. He or she must maintain personal credibility, develop a good reputation by telling the truth. The recruiter must be willing to be of service to others, be part of his station's team, have a good station commander, be happy at his job and believe in the Army. 

Success

*SFC Robert Konicki
New Haven DRC*



Sports clinics Caribbean style

Master Sergeant James McCall demonstrates the use of a staff in his martial arts performances at the Bayamon High School. McCall won the 1978 East Coast Karate Championships and appeared in the movie "Black Dragon".

Breezy, partly cloudy skies, warm days and enthusiastic high school crowds greeted the Martial Arts Sports Clinicians from Ft. Benning.

"Every time I perform in the islands I become inspired. It must be the beautiful weather and scenic beaches that make me perform at my full potential", remarked MSG James McCall.

The Martial Arts Sports Clinic was composed of McCall, a National Guard Liaison representative, SFC David Wynn, chief instructor of the Rifle Marksman Committee and two dependents, Regina Faust and Peggy Mark, all of Ft. Benning. Faust and Mark were sponsored by the Ft. Benning Morale Support Activity and competed in several tournaments to earn their trip with the military members.

This was McCall's seventh sports clinics in Puerto Rico. He and Faust performed in 24 high schools in the eastern portion of the island. Wynn and Faust performed in 12 high schools in the western portion of Puerto Rico and four high schools on the island of St. Croix.

"I'm always amazed at the concentration and responsiveness that the

kids in Puerto Rico have for karate demonstrations", recalls McCall. "During the routine, they are so quiet and afterwards they asked sincere questions about the Army and my role in the service."

A part of each clinic involves group participation, where five male and five female students volunteer to practice self defense techniques.

"The students really get involved when they are in front of their classmates. The girls are particularly fascinated when they can throw a guy who weighs more than them to the ground", stated Wynn.

"Even the high school teacher and principals become excited when I break the wood over my head or use a sword to cut a potato that's lying on my assistant's stomach," continued Wynn.

"I was particularly impressed with the crowd attention and response by the students on St. Croix. They are very inquisitive and I hope we have helped the recruiters show that the Army is not only 'spit & polish' but you can also become involved after duty hours in sports programs like karate clubs", concluded Wynn.

The recruiters in Puerto Rico attend each demonstration to introduce the clinicians and act as interpreters. Spanish is the first language here.

This makes the recruiter's role in the program very significant. "I have always used each recruiter as a part of my performance. He is there interpreting each move and I have him hold the boards when I break them," stated McCall.

Are sports clinics different in the Caribbean? Due to a lack of a large Army installation on the island, most of the high school students have very little contact with the military. Once clinicians have performed, the students have the opportunity to ask questions about the Army. The students only contact with the Army in most cases is the recruiter. When he brings someone special into their high schools, they really enjoy that additional contact.

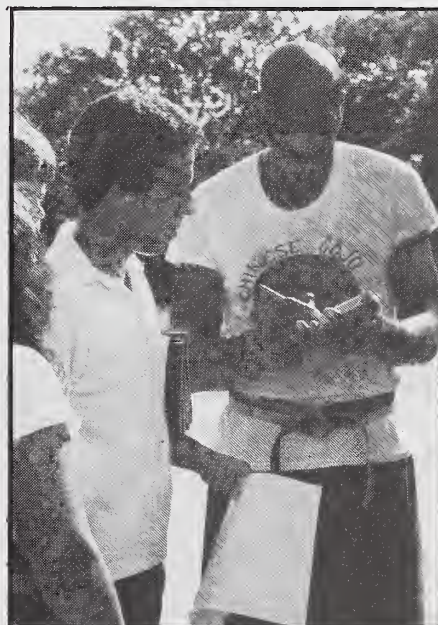
Only those clinicians who have performed on the island can attest to the warm welcome they receive from everyone they meet. Students in Puerto Rico and The Virgin Islands are very responsive to any Army sponsored event. This pro-Army attitude is seen in the number of young men and women who join the Army every year.

Sports clinics caribbean style aren't different from stateside shows, but here in the islands the response is tremendous and the return on each performance usually means an increase in young people joining the Army. 🇵🇷

Sergeant First Class David Wynn uses a Samurai sword to cut a potato in two, while it rests on Regina Faust's stomach. Wynn, who recently participated in the Martial Arts Clinics at St. Croix, has been involved in martial arts for 17 years.



Master Sergeant James McCall autographs pieces of broken wood he used in his Chinese Goju demonstrations.



The Invasion of the Job Fair

by Ray Graham
Salt Lake City DRC

Some 50 members of the active Army, the Army Reserve, and the Montana Army National Guard and their equipment recently "invaded" the Rimrock Mall in Billings, MT. The "invasion" was friendly, however, as the Army units presented a job fair, sponsored by the Salt Lake City DRC and the recruiting station in Billings.

"The intent of the job fair was to promote Army awareness in the community and give the young people of Billings an opportunity to find out what the Army, Army Reserve, and Army National Guard are all about . . . what skill training is available, and what a person actually does on the job in the Army", said Earl Schnetzer, Billings Army recruiter and project coordinator for the job fair.

Heavy equipment for display was provided by the National Guard. It included a 30-ton crane, an M-60 tank, and a UH-1 helicopter. The equipment was strategically positioned outside the mall in the parking lot to attract attention to the fair.

Inside the mall were smaller equipment items including a gamma-goat and a jeep. Display tables were set up



One of the main attractions at the Job Fair was an M-60 tank on display in the mall parking lot. The tank was provided by the Montana Army National Guard. (Photo by SFC Derek Johnson)

inside the mall and manned with active Reserve, and National Guard recruiters from the Bozeman, Helena, and Billings areas. The displays explained several career areas including military police, administration, supply, ammunition storage, and transportation. Medical personnel from the Reserve administered free blood pressure checks to the public. Two Army recruiters, SSG Dan Renner and SFC John Falton, and an Army Reservist, WO1 Ruth Wick demonstrated rappelling techniques off the side of the Rimrock mall building. A mini-theater was set up in the mall screening Army training and doctrine films. Fairchild projectors were placed on the tables with films depicting the specific career fields offered.

A telephone terminal was brought in from the Butte AFEEs which allowed recruiters to instantly tap into the national central job computer and identify exactly which jobs and duty locations were available at that time.

"The fair was highly successful, especially from a recruiting standpoint", said Schnetzer. "We obtained nearly 50 firm leads. A number of people were enlisted as a direct re-

sult," he said.

The job fair received excellent media support including coverage on the 6 p.m. channel 8 TV news. Five radio stations covered the event in their newscasts and ran promotional public service announcements. A color photo of the M-60 tank on display in the mall appeared on the front page of the Thursday edition of the *Billings Gazette*.

Paid advertising consisted of daily display ads in the *Billings Gazette*, 30-second spot announcements on radio station KOOK in Billings, and a three-hour remote broadcast on KOOK from the Rimrock Mall Saturday morning. The remote broadcast featured interviews with many of the participating personnel.

The Billings job fair was one of a series being presented by the Salt Lake City DRC.

"Based on the successes we've had so far, we plan to conduct fairs in most of the major cities in our territory on an annual basis", said Glenn Foreman, Public Information Specialist for the Salt Lake City DRC, who assisted with the coordination and planning of the event.



Recruiter Aid

Mother fights for girl's rights.

by SP4 Terry Waldrop
Fort Knox Public Affairs Office

Try to imagine American parent's anguish and confusion when they learn that their child, born in a foreign country while the father was serving on military duty, has suddenly been drafted into the service of the country where he was born.

Or imagine their feelings when they learn that the child is not eligible for US government education grants because he was born overseas.

Unpleasant possibilities

How would they feel if they suddenly learn their child cannot apply for federal jobs because of his birth outside the United States, even though the mother and father were both US citizens and were in the foreign land because of military obligations?

Although the first situation is unlikely, it could happen. And the other two are very possible.

So Kathleen Allard found when she attended an overseas briefing here last year.

That's when her problems began and her personal crusade got under way.

In February 1969, Allard's husband, Gerard, was stationed in Hanau, Germany, accompanied by his wife and daughter. The following year, another daughter, Marcy Ann, was born.

Mrs. Allard said she filled out a "Report of Birth Abroad of a Citizen of the United States" form and sent it to the American consulate. She also had Marcy Ann listed on her passport.

Being unfamiliar with the situation she was in, Allard wanted to make sure there was nothing left to ensure her daughter's American citizenship.

"I told the legal assistance people (in Germany) I had heard there was something else I needed to do to make sure she was an American citizen," she recalled.

Passport termed proof

"But they told me as long as I had her on the passport, there was nothing else I had to do — that I would never have to do anything ever again to ensure her American citizenship — the passport was her proof of that."

The Allards received Marcy Ann's certificate of birth from the Department of State — as well as "the other paperwork that went with it."

For almost 10 years they thought there was nothing left undone — until last year, when Gerard learned he was to return to Germany for another overseas tour.

"We went to an overseas briefing where a representative from Legal Assistance said the passport of a child born overseas might not be all that was necessary for proof of citizenship," Mrs. Allard said.

Subject to foreign jurisdiction

"He told us if we did not acquire a Certificate of Citizenship from the Immigration and Naturalization Service before the child was 16 years old, she would have dual citizenship until age 18 and would be subject to jurisdiction of the foreign country. After age 18, he said she would have to apply for US citizenship.

"The Legal Assistance representative explained to us that a male child could be drafted by the foreign government, that the child might not be eligible for government education grants, that she might be denied her right to vote in the United States and that she might not be able to apply for a government job."

Mrs. Allard said she was bewildered by the news and "quite upset."

She had the information verified by a military attorney. That prompted her crusade.

Immediately, Mrs. Allard began writing letters to government officials — 20 in all. The list included such leaders as President Jimmy Carter; Vice President Walter Mondale; Sen. Edward Kennedy, D-MA; Sen. Walter D. Huddleston, D-KY; Sen. Wendell H. Ford, D-KY; Sen. Howard H. Baker, R-TN; House Speaker Thomas P. O'Neill, D-MA; and Sen. Robert C. Byrd, D-WV.

Of the 20, seven replied to the inquiries.

Mrs. Allard said the answers varied, depending on who the officials talked to for guidance.

At the beginning, Allard said, she was angry and upset over the situation.

"I think if a person in the military is stationed overseas, a child born to that person (overseas) should automatically be an American citizen — with no additional red tape involved — as long as both parents are citizens of the United States themselves."

Quest will continue

Mrs. Allard plans to continue her crusade — without the Certificate of Citizenship for Marcy Ann — until her daughter is almost 16 years old. She is 9½ now.

"I can't help but wonder how many other people might be in the same situation we are. I know quite a few personally, but I'm sure there must be many, many more. Just think how long the U.S. has been sending dependents overseas with their military spouses — almost 20 years."

And if an overseas-born child's parents die before the situation is resolved, it becomes "much harder for the child to get everything taken care of," Mrs. Allard added.

"I feel I have a job to do," she said, "and I plan to carry it through."



Update

More tuition assistance

Soldiers interested in the Army's education program may be interested in recent changes announced by the Adjutant General's Education Directorate.

Enlisted active duty soldiers in the grades E-5 and above are now entitled to receive 90 percent tuition assistance, provided they have less than 15 years of service. The rate for soldiers below the grade of E-5 or those with more than 15 years of service remains at 75 percent, officials note.

Tuition assistance allows soldiers on active duty to work toward a higher degree in their off duty time and have the Army pay for part of their tuition. For example, if a service member enrolls in a college course which costs \$300, the 90 percent tuition assistance program pays \$270 of that amount.

To be eligible for tuition assistance, soldiers must be enrolled in an MOS-related course or be working toward a higher degree from an accredited school.

Also, soldiers participating in the serviceman's education testing program may be eligible for such entitlements as loan forgiveness, non-contributory Veteran Educational Assistance Program (VEAP) or the Education Assistance Program.

The Loan Forgiveness Program is open to both active and Reserve Component enlistees who are high school diploma graduates, score 50 or above in verbal math on the entrance exam and opt for training in critical skills.

Only those soldiers who enlisted after Nov 30 80 and before Oct 1 81, however, are eligible to take part in this program. Members must have either a Guaranteed Student Loan or a National Direct Student Loan made to them after Oct 1 75.

The non-contributory VEAP is available to soldiers who enlisted after Nov 30 80 and before Oct 1 81. They must also have an entrance verbal math score of 50 or higher, be high school graduates, and choose training in a critical skill. Members in this program would have DOD pay their monthly VEAP contribution at the rate of \$75.

To take part in the new Educational Assistance Program, enlistees, too, must have joined the Army after 30 Nov 80 and before Oct 1 81, be high school graduates, have an entrance verbal math score of 50 or higher, and enlist for a critical skill specialty.

Benefits of the Educational Assistance Program include a \$1,200 tuition assistance account which will be adjusted each year, a \$300 monthly allowance to be paid if the member is no longer in the service, authority to use the benefits after 2 years of service, and upon reenlistment, the authority to transfer earned benefits to dependents or take a 60 percent cash-out option.

Education officials urge service members to check with their post Education Services Officer for additional details on these and other programs available for soldiers. (ARNEWS)

IRR to get bonus

Soldiers will get a \$600 bonus for enlisting or reenlisting in the Individual Ready Reserve or the Inactive National Guard. The program began Jan. 2 with an effective date of Oct. 1, 1980.

The payments are authorized for eligible active, reserve and prior service enlisted personnel who have completed their military service obligation. They must have less than 10 years total service (waivers considered) and enlist for three years in the ING or IRR.

Active duty soldiers can apply for enlistment and bonus eligibility within 90 days of scheduled discharge or separation.

To be eligible for the bonus, servicemembers must remain as enlisted personnel during their period of enlistment. They must possess and be qualified in a primary or secondary MOS specified for the bonus. All specialties except band are initially eligible. Individuals may not

change their MOS unless reclassified by HQDA.

The first payment of \$300 will be made upon enlistment or re-enlistment. One hundred dollars will be paid each of the next three years which are satisfactorily completed. Additional bonuses may be paid for future reenlistments if the soldier continues to meet requirements.

Active duty soldiers may get more information through the reserve recruiter at their supporting installation or nearest reserve activity. Members of the Guard/Reserve units and the ING should see their unit retention officer. Prior service personnel should contact a recruiting station or standby reserve should contact their personnel center as follows: Commander, U.S. Army Reserve Components Personnel and Administration Center, ATTN: AQUZ-RCR, 9700 Page Blvd., St. Louis, MO 63132, or call toll free 800-325-1869. (RCPAC)



Army Reserve Recruiting More Physicians

Thanks to a recently established health professional recruiting program, officials in the Office of the Surgeon General say more doctors are joining the Army Reserve.

Lieutenant Colonel William Vance, Surgeon General's chief of Reserve Force Recruiting Operations, is optimistic that continued recruiting successes will ease critical shortages in the ranks of Army Reserve physicians.

Vance said his office has established five recruiting regions across the country with experienced Regular Army recruiters serving as regional directors. Working for those regional directors are more than 30 full-time Reservists serving on active duty. Designated as counselors, it's their job to contact physicians and other health professionals in their assigned regions and to explain the benefits of service in the Army Reserve.

Since the recruiting program went into full swing in July, 1980, the number of physicians on paid drill status has increased each month, according to MAJ Mary Fry, Surgeon General's Reserve Force Recruiting Operations officer. Fry noted that more than 100 physicians have been added to the Army Reserve rolls since July with most coming from civilian practice. She added that actual strength increases have only been marginal due to attrition in many medical units but she emphasized that a trend of consistent monthly personnel losses in the Medical Corps has been reversed.

Besides recruiting doctors, the counselors also are persuading scores of qualified professionals to join the Army Reserve Dental, Medical Service, Medical Specialist and Veterinary Corps. The Dental Corps now has achieved approximately 90 percent of its required paid drill strength while the Medical Service Corps is actually overstrength having attained more than 120 percent of its required strength.

Although there is still a severe personnel shortage in the Medical Corps with approximately 28 percent of required strength filled, Vance and Fry believe a corner has been turned and that the increased recruiting effort will result in continuing gradual improvements in actual strength figures.

"Before we began this program, there had been no organized AMEDD (Army Medical Department) program for attracting physicians and other medical professionals into the Reserve," Vance said. "We are strongly emphasizing this effort because in the event of a mobilization, the majority of medical assets and personnel would be expected to come out of the Reserve Components."

Vance gives much of the credit for Medical Corps strength increases to the positive attitude of the full-time Reservists his office selected as counselors to spearhead recruiting efforts in various areas of the country.

"We chose our counselors very carefully because we wanted to have people who are professional and who can appeal to doctors on a professional level," he said. "Most of those we selected for the job had civilian occupations in the professions; they're educators, social scientists and the like."

He explained that the counselors maintain a high visibility in their geographical area of responsibility and contact prospective recruits primarily through personal referrals and direct mail appeals to individual doctors and to regional chapters of medical professional societies.

What kind of appeal for Army Reserve service do the counselors make? According to Vance, they emphasize the patriotic aspect of Reserve duty as well as the Reserve Components Personnel and Administration Center's Office Personnel Management System which is dramatically increasing opportunities for paid continuing medical education and training for individual physicians.

"Many of the doctors who respond positively and decide to serve in a Reserve unit are in their late thirties and have had at least two or three years of active duty military service. For some of them, a strong appeal is to become eligible for Reserve retirement pay. They're also often looking to change some of their career patterns and are anxious to meet physicians in other medical specialties and from other parts of the country during their Reserve duty training tours."

To make Reserve duty more attractive to physicians whose heavy professional commitments make tight demands on their time, AMEDD policy also allows Reserve doctors to be excused from 25 percent of their drills by their immediate commander and 25 percent more of their drills by the next highest commander.

Another policy which aids retention permits Reserve physicians to accept mandatory promotions and remain in their units in a lower grade position if there is no higher grade position available.

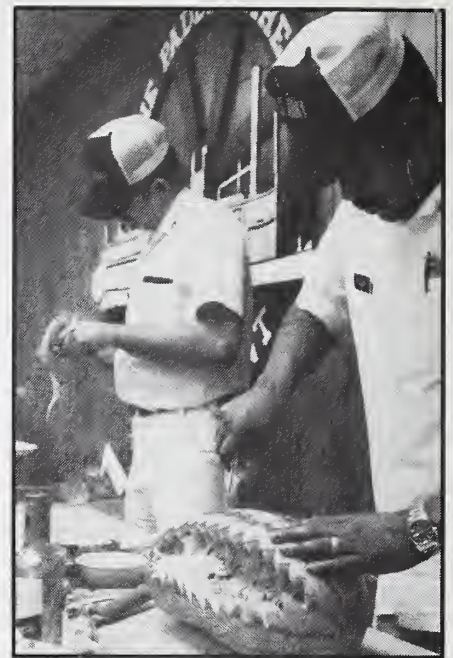
AMEDD officials look for even more improvements in the recruiting and retention picture by the mid-1980s when they expect that an increase of health professionals and doctors in civilian markets will add more prospective recruits for Reserve units. (Chief, Army Reserve)



Plummer shows a high school student just exactly how it's done.



Apples, turnips, radishes and other fruits and vegetables were soon transformed into flower arrangements and animals.



Nothing to it! — or so it seems. SSG Robert Plummer, left, and SSG Jerry Ullah make it seem so simple as they demonstrate their culinary talents.

Who's in the kitchen with . . .

Getting the students involved in the demonstrations keeps the entire class interested in addition to the actual hands-on training.



**Story and photos
by P. J. Roberts
Columbus DRC**

The Army has changed a great deal over the past decade. And one of those changes is in the food that is prepared and served in the Army's dining facilities.

To prove it, two instructors from the Army's Culinary Arts Center at Ft. Lee, visited some of the high schools of the Columbus DRC during January and demonstrated skills rivaling those of professional chefs employed in the finest restaurants.

The demonstrations were scheduled in the high schools by the Army recruiters to show students firsthand one of the skills which can be acquired in the Army. The Army culinary instructors, SSGs Gerald Ullah and Robert Plummer, are eight- and 12-year veterans, respectively. Although they are well-traveled and have an extensive and impressive record of awards and important assignments to their credit, they still prefer to be called just Jerry and Robert by the students during their presentations.

Their demonstrations were informative and entertaining and focused on an appealing presentation of the final food product.

"People eat with their eyes," said Jerry as he deftly began carving a watermelon. Moments later, it was transformed into a beautiful melon basket, filled with an assortment of fruit, glazed with a grenadine syrup.


Robert, meanwhile, was busy giving personal instruction to one of the high school students who was attempting to carve an apple. It was exacting work, but soon, the ordinary apple was no longer — as she proudly displayed the intricately carved bird of paradise which now assumed its place.

Throughout the demonstrations, the team offered step-by-step explanations as they progressed, answering questions from their audience about the Army's food service training program, while the local Army recruiter was present to answer questions about the Army in general.


Where time would permit, the team exhibited its artistry in making hors d'oeuvres, fruit and vegetable carvings, cake decorating and the carving of elegant figures from ice, butter and salt. Where time was limited, they projected a slide presentation which entertained the students with pictures of an array of elegant fare the two chefs had created.

At the end of the school day, pineapple bouquets, apple birds, tomato flowers, frosted cakes and mashed

potato roses were left behind for the teachers and students to examine and enjoy. And enjoy they did, as they nibbled away at the fancy creations.

The Army Culinary Arts Promotional Team was in the Columbus DRC area for only a short time, but the memory of the skills which they demonstrated will linger as a reminder to students, teachers and recruiters alike of the professionalism which is present and the training which is available in the Army today. 

More than Spam and Spuds



*by Tom Reilly
Aberdeen Proving Ground*

Army cooks have a terrible reputation. Mention Army food to an old-timer and you'll conjure images of Spam and "SOS".

In truth, the Army has some of the best cooks in the world — many have won national recognition in culinary arts competitions against some of the country's finest chefs.

Cooks from the Ordnance Center and School at Aberdeen Proving Ground, MD are following in the footsteps of the Army's greatest cooks by studying with some of the finest civilian chefs in the area of L'ecole, Baltimore's culinary arts institute.


Two cooks received a week of training at L'ecole recently, in the art of center-piece garnishing.

Chief Warrant Officer Gary Rosynek, food service supervisor for OC&S, said that OC&S is the first Army organization anywhere to send cooks to a culinary arts institute for further training. Specialist 5 Wesley Krohn and SP4 Arlin Housman were the two cooks to take part but others will follow, according to Rosynek.

Eventually, OC&S hopes to set up a culinary arts branch at Aberdeen Proving Ground, Rosynek added. L'ecole and one other culinary arts institute are being considered as sponsors. L'ecole is expanding its operation to handle more students. Presently, they have nine instructors teaching the art of preparing cuisine, mainly French. They also sell what they cook to lunch guests who have reservations. One man who emerged from L'ecole after lunch recently remarked that his pallet would never be the same. He said he was spoiled for weeks by the food he had there.

Roger Chylinski, L'ecole executive director, and Cibbald Doam, development director, said the training by the two Army cooks will help them a great deal.

"The training they have received is tailored to the needs of the Army," added Rosynek. "We're trying to improve the quality of the food that the troops eat, and this is one of the best ways to do it."

Perhaps, over time, the reputation of the Army cook will improve as well. 

RETURN OF THE HORSE SOLDIERS

*Story and photos
by Don Norton*

About the time some people are thinking about heading for home and the weekend, Huachucans like Dave Madriago, Ricky Buffkin, Duane Walraven and Bill Lucas prepare to don their circa 1880 US Cavalryman uniforms and join some 26 others for another step into history.

Madriago is an Army sergeant assigned to Ft. Huachuca's Troop Command while Buffkin, a staff sergeant, is with Company A, US Army Intelligence Center and School. Lucas and Walraven are civilians here, one with the post's Alcohol and Drug Control office, the other, a member of the now nearly extinct profession of farrier with the installation's buffalo corral horseback riding facility.

All four are also regulars with B Troop, 4th Cavalry Regiment (Memorial), a unique and historic troop of some 30 horse soldiers who perform in uniforms and gear much like that of their 1880 predecessors, and much of it through the courtesy of the Army Recruiting Command.

"It involves a great deal of dedication," explained Troop Commander LTC James L. McCoskey. "Each man is responsible for his own gear, and the care, and feeding of his horse. That involves cleaning the animal's stable area once every 24 hours and feedings twice daily."

He said that the horses are generally provided by the Buffalo Corral facility but "just traveling out to the Corral



can mean as much as \$40 a month in gasoline."

Working with the Phoenix DRC and the regional recruiting command at the Presidio of San Francisco, troop members have traveled as far away as Washington, DC, and have appeared in the Pendleton (Oregon) Roundup (rodeo). Troopers recently "marched" in 1981's "Fiesta de las Vaqueros" Parade in Tucson and have been scheduled for the 12th annual St. Patrick's Day Parade in Sedona, AZ.

"We made a lot of friends at Pendleton," the B Troopers agree. "Several families visited with us at the (horse) picketing barn after each show. One said he was an old 'Cav' man, himself, and told us how much he enjoyed seeing the cavalry show," said one of the troopers.


"The word is the (Pendleton) Roundup people would also like us back in '81," said Madriago. "I wouldn't mind that," he said, "I don't think any of us would. It was a lot of fun."

Like other such trips, it also involved long hours of drill practice. The normal troop performances involve saber duels, full cavalry charges, and midfield "horseless rider" pickups.

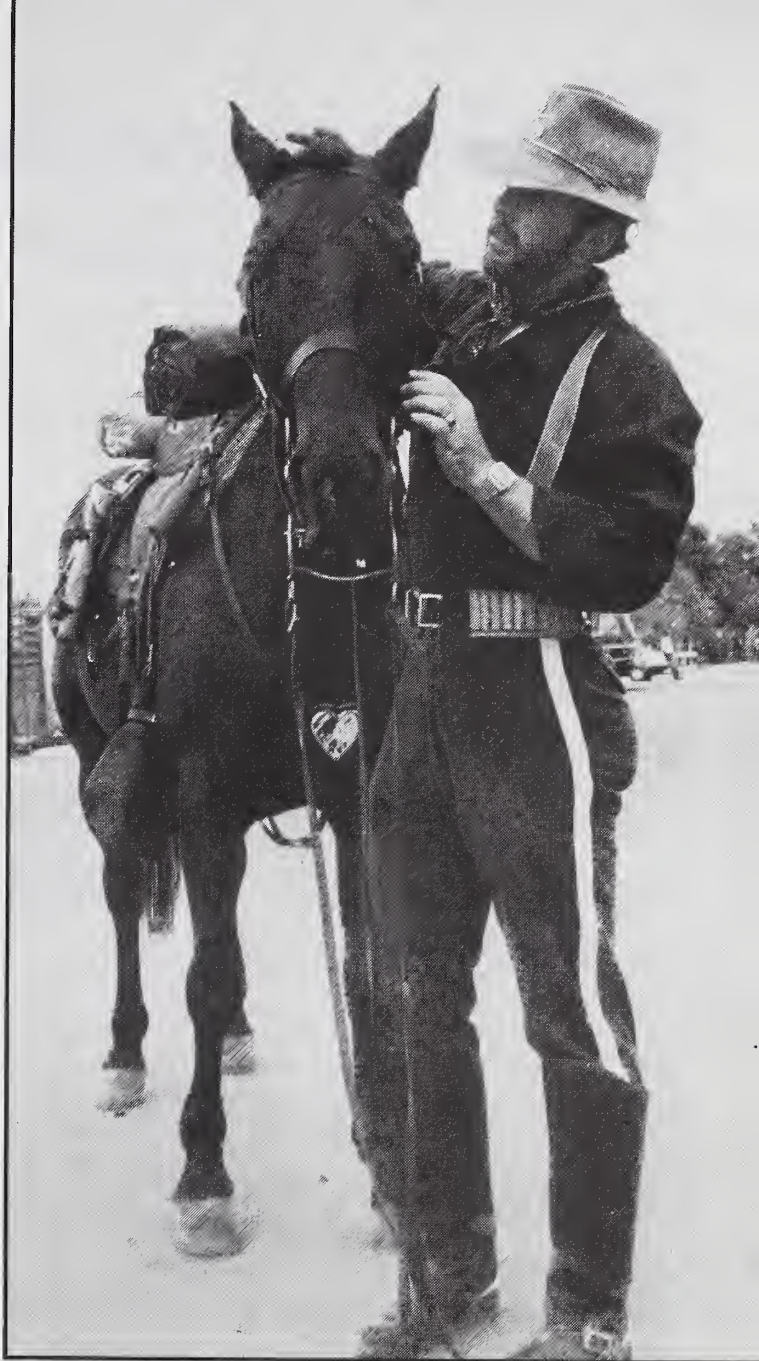
"We went into the Pendleton show after three weeks of practice," said Lucas. "But when we got there, everything was changed. We'd planned a 20 to 30 minute show but were only to be allowed five or six minutes a performance. We had to throw a lot of the planning out and reorganize . . ."

The equipment requires as much work. Each piece of saddlery should have up to three hours of cleaning and maintenance daily.

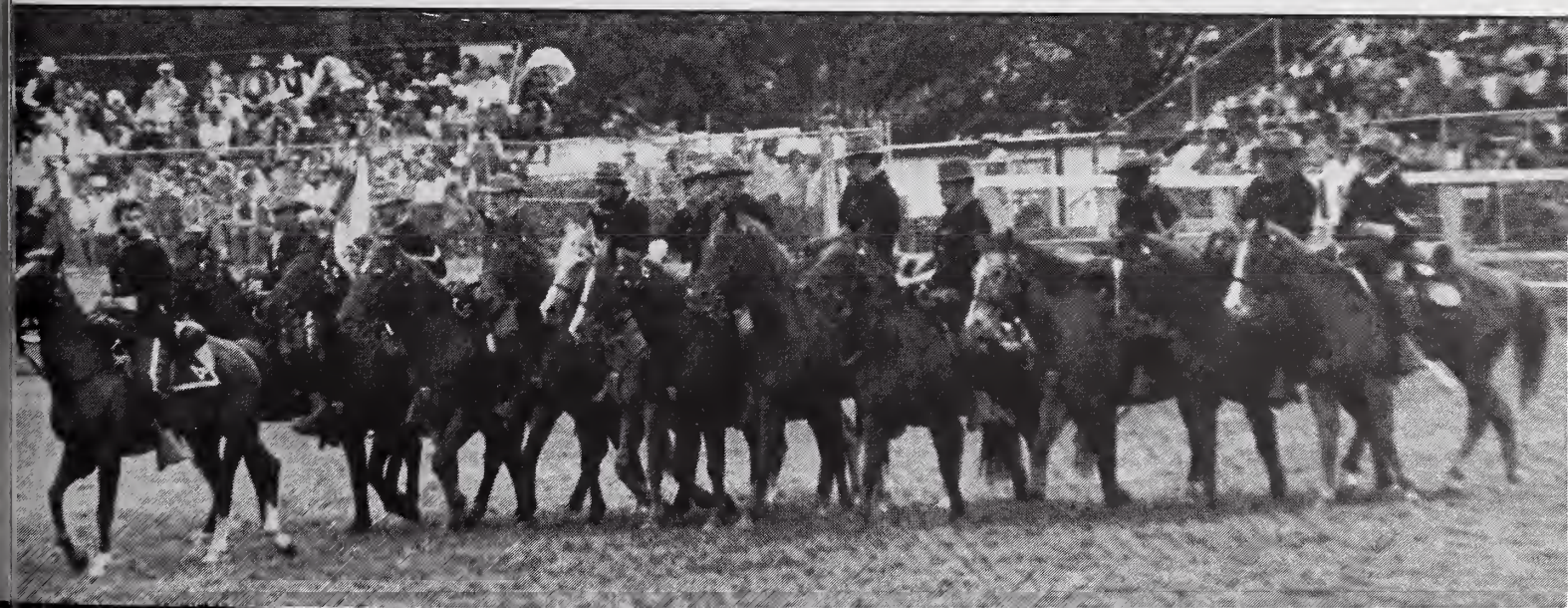
The B Troopers use black powder in their weapons for effect. "If you don't thoroughly clean the pistols and carbines after each shooting performance, you'll eventually end up with badly pitted pieces," a trooper offered.

But they take it all in stride. They admit they don't really mind the long weekend hours and do like the traveling . . . the traveling and spreading the word about the Army, as it was, and is today. 

"Lieutenant" Bill Lucas, opposite page, front, calls orders to members of B Troop, 4th Cavalry Regiment (Memorial) during their show at the Pendleton (Oregon) Roundup. Above



right, Ricky Buffkin, garbed in the traditional cavalry uniform, prepares his mount for the Pendleton show. Lucas, below, leads the unit in a cartwheel formation during the rodeo.





Diagnostic Test

RECRUITER DIAGNOSTIC TEST NUMBER 3

1. The primary purpose for the Operations and Analysis Map is to:
 - a. Provide station commanders with a standard approach to Market Analysis.
 - b. Provide station commanders with a map to brief station visitors.
 - c. Provide station commanders with map of station area.
 - d. None of above.
2. The sense of responsibility a recruiter feels for an applicant's total processing and treatment means:
 - a. Pride
 - b. Ownership
 - c. Caring
3. The ASVAB List will be destroyed after:
 - a. 1 year
 - b. 3 years
 - c. 2 years
 - d. 4 years
4. Under what circumstances may a recruiter transpose ASVAB test scores to the Lead Refinement List (LRL)?
 - a. When an individual has enlisted.
 - b. When the individual has agreed to an appointment.
 - c. When the ASVAB list is being destroyed.
 - d. Under no circumstances.
5. What is the minimum number of months an individual must serve on active duty upon graduating from the flight training course?
 - a. 48 months
 - b. 24 months
 - c. 36 months
6. What is the minimum GT score required for the WOFT enlistment option?
 - a. 100
 - b. 110
 - c. 105
7. All applicants must score a minimum of 110 on the GT Aptitude area in order to qualify for the OCS enlistment option?
 - A. TRUE
 - b. FALSE
8. How many MOSs are available under table H-26, AR 601-210?
 - a. Less than 20
 - b. More than 20
 - c. Less than 40
 - d. More than 40
9. In order to qualify for the Loan Forgiveness Program, which of the following criteria must be met?
 - a. Loan made after 1 October 1975.
 - b. NAS, HSDG with AFQT of 50 or higher.
 - c. Enlist for specified/critical skill.
 - d. Loan must have been made prior to beginning military service.
 - e. All of the above.
10. What federal agency has the authority to approve deferments of loans under the Loan Forgiveness Program?
 - a. Department of Defense
 - b. Department of Army
 - c. Department of Education
11. What regulation governs the operation and provides guidance for requesting funds for COI/DEP functions?
 - a. USAREC Reg 601-76
 - b. USAREC Reg 672-12
 - c. USAREC Reg 601-65
 - d. USAREC Reg 1-18
12. In the Army Reserve Civilian Acquired Skills Program (ARCSP), male applicants over 26 years of age thru 34 years of age who are fully qualified to enlist must complete which of the following training requirements?
 - a. 12 weeks of consecutive training
 - b. 7 weeks
 - c. 7 weeks (individual active duty for training (IAT) plus 48 hours of proficiency training.
 - d. None of the above
13. Which of the following units may be available to personnel enlisting under table H-26, AR 601-210?
 - a. 25th Inf Div
 - b. 24th Inf Div.
 - c. 82nd Abn Div
 - d. 1st Inf Div
 - e. All of the above
14. Prospect cards on personnel in the DEP/DTP should be filed in which division of the Prospect Card File?
 - a. Shipped Pending
 - b. Daily Suspense
 - c. Monthly Suspense
 - d. Enlisted File
15. The basic Veterans Educational Assistance Program (VEAP) is available to which of the following?
 - a. All DOD officers and enlisted persons now on active duty.
 - b. Army enlisted persons with a VSM score of 50 or higher.
 - c. All DOD officers and servicemembers entering active duty after 31 December 1976, who are not eligible for the "old GI bill education benefits.
 - d. Both active duty and USAR persons.
16. What are the minimum entries required in the Daily Planning Guide?
 - a. Name
 - b. Name, person, and/or place
 - c. Time and place
 - d. Location, subject and person
17. What tool does the station commander use to monitor follow-up of personnel in the Delayed Entry Program or Delayed Training Program (DEP/DTP)?
 - a. Processing List
 - b. DEP Log
 - c. Qualified not Accessed Log
 - d. DEP/DTP Contract Log
18. Personnel in the DEP/DTP must be contacted how often?
 - a. Once a month until the last month, then once a week and again at least 3 days prior to departing on active duty.
 - b. Once a week throughout the DEP/DTP period.
 - c. Once every two weeks until departure on active duty.
 - d. Once every two weeks until the last month, then once a week and again at least 3 days prior to departing on active duty.
19. What publication provides guidance regarding required publications at recruiting station level?
 - a. USAREC Reg 350-7
 - b. USAREC Reg 310-4
 - c. USAREC Reg. 310-1
 - d. USAREC Reg 350-9
20. The New Recruiter Program begins the day an individual reports to a DRC after completion of the ARC and runs for _____ months?
 - a. 12
 - b. 9
 - c. 8
 - d. 13

April 1981 Answers

- | | | | | |
|---|--|---------------------------------------|--|--|
| 1. d. Six months from date of approval. | 15. Cell "A"
Super Veap
\$9,400.00 | Cell "B"
Ultra Veap
\$17,400.00 | Cell "C"
Mini GI Bill
\$7,020.00 | Cell "D"
Noncontributory Veap
\$391.66 |
|---|--|---------------------------------------|--|--|
2. d. When the lead agrees to an appointment.
 3. b. 30 days.
 4. a. One recruiter generated appointment per day by telephone from the LRL or ASVAB list.
 5. Authorized.
 6. Unauthorized.
 7. Authorized.
 8. Authorized.
 9. Unauthorized.
 10. Unauthorized.
 11. Unauthorized.
 12. True.
 13. True.
 14. False
 15. High Technology.
 16. Generous Education Benefits.
 17. Two Year Option.
 18. Cash Bonus.
 19. Guaranteed Training.
 20. Annually.
 21. Every two years.
 22. b. 60.
 23. True.
 24. c. Quarterly.

CMF 12 Combat Engineering

Ft. Leonard Wood PAO

"Building roads, erecting bridges, destroying or building obstacles in direct support of combat forces, are just a part of the mission of the Army combat engineer.

Five MOSs (Military Occupational Specialties) are listed under the General heading of Combat Engineering, Career Management Field (CMF) 12. They are: Combat Engineer, 12B; Bridge Crewman, 12C; Atomic Demolition Munitions Specialist, 12E; Engineer Tracked Vehicle Crewman, 12F; and Combat Engineer Service Sergeant, 12Z.

All combat engineering soldiers receive their training at Ft. Leonard Wood except for MOS 12E. The 12E is given his combat engineer training at Ft. Leonard Wood, receives the 12B MOS and then goes to Ft. Belvoir, for his atomic demolitions munition training.

The combat engineer and bridge crewman receive their training under the One Station Unit Training concept which is conducted by the 2d Training Brigade. Combat engineer training is broken down into four phases: survivability, counter mobility, mobility and engineering weeks.

The survivability phase covers the first four weeks of instruction. This phase covers predominately basic training subjects such as drill and ceremonies, basic rifle marksmanship. Rigging, which comes during the second week of training, is one of the first engineer subjects undertaken by the new soldier.

Week five marks the beginning of the counter-mobility phase of training. During this period, the budding engineers receive instruction in demolitions, map reading, obstacles and engineer tools.

The end of the counter-mobility phase of training is highlighted by the "turning red" ceremony, conducted in

the seventh week of training. The ceremony, conducted by the novice combat engineers, marks the end of the first half of training.

During the mobility phase of training, the combat engineer hopefuls are introduced to the various bridges used by the Army. Instruction is given on float bridges, panel bridges and non-standard bridges. Bridge crewmen receive additional instruction on the medium girder bridge, float bridge and vehicle operations.

Engineer week, conducted during the 11th week of training, is a five-day bivouac during which previous training is reinforced by practical application of newly learned skills. The new 12B combat engineer is tasked with various engineer projects, operation of construction machinery, and must apply the knowledge and skill learned to accomplish each mission. The 12C learns how to operate the various bridging vehicles, practices boat operation and receives further bridge building training during the day and returns to the bivouac site at night.

The 12F, combat engineer tracked vehicle operator, receives his training under the One Station Training concept. This concept has three distinct phases: basic training, combat engineer training and advanced individual training. The 4th Training Brigade is responsible for training the new 12F. Upon completing basic, the 12F hopefuls attend a two-week combat engineer training phase. During this time, they receive a shortened version of the skills taught to combat engineers with the exception of bridging.

The six-week 12F course teaches the novice engineers maintenance and operation of the tracked combat engineer vehicle, armored personnel carrier and bridge launching vehicle. The combat engineer vehicle, which has a

165-millimeter cannon, dozer blade and boom, is used to destroy or construct various obstacles. The armored personnel carriers are used to transport troops and equipment in support of tactical operations. The vehicle carries a troop commander and 11 passengers plus their pioneer equipment such as saws, shovels and axes. The bridge launching vehicle launches a scissoring bridge capable of crossing a 60-foot gap.

Logical progression for all MOSs in CMF 12 is E-1 to E7 at which time all fields merge into MOS 12Z, combat engineer senior sergeant, at the E8 and E9 level.

During their careers, CMF 12 soldiers have the opportunity to attend advanced courses. Basic NCOES is taught at Ft. Sill, and the advanced course is given at Ft. Belvoir.

The ability of the combat engineers to perform their mission in a combat environment is tested several times a year. Army readiness tests and field training exercises are the two commonly used testing methods. Units are tested on bivouac security, environment damage and repair, and constructing and transporting bridges as well as convoy operations.

The 5th Engineers also have undertaken a number of community support projects. The unit transported and set up emergency generators to provide electricity for several ice-beleaguered communities in Illinois for example. Blowing up bridges for the Truman Dam project in Warsaw, MO helped the Corps of Engineers get rid of bridges that could cause damage to boats using the reservoir. That project provided valuable demolitions training to members of the unit.

The combat engineer is a multi-talented individual who is able to perform like the infantry and also provide necessary engineer support in a combat environment.



CMF 12 **FLARE** Combat Engineering

